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ABSTRACT

This report outlines statewide results on the Texas Assessment of Academic Skills (TAAS) for the 1998-1999 academic year. Also included are statewide data from the administration of the Spanish TAAS and the Algebra I, Biology, English II, and U.S. History end-of-course examinations. To allow a broader view of the assessment program's history, 6-year comparisons of the percentage passing rates and the Texas Learning Index data are included. The chapters are: (1) "Executive Summary"; (2) "Assessment Program Overview"; (3) "TAAS Results by Grade Level: Spring 1999"; (4) "End-of-Course Examinations: Spring 1999"; (5) "TAAS and End-of-Course Regional Results"; (6) "A Study of the Correlation of Course Performance and End-of-Course Test Performance on the Algebra I End-of-Course Test"; and (7) "National Comparative Data Study." Sixteen appendixes contain supplemental information and summary reports. (Contains 41 tables.) (SLD)

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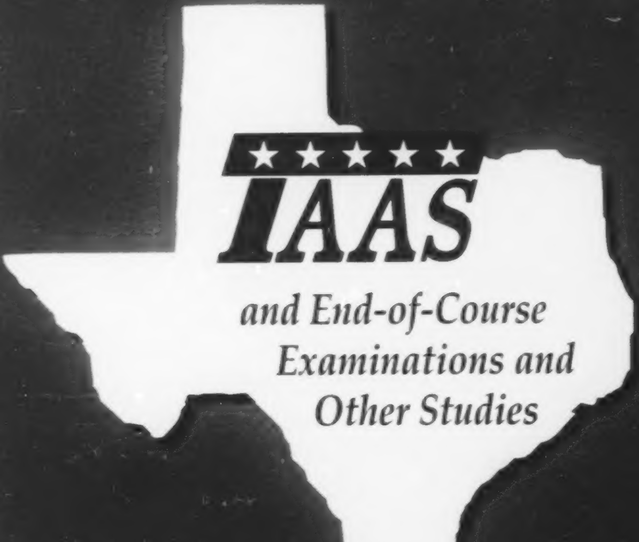

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Texas Student Assessment Program

STUDENT PERFORMANCE RESULTS
1998–1999

Statewide and Regional Results

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TAAS

and End-of-Course Examinations

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SECTION I
EXECUTIVE SUMMARY

Overview

STUDENT PERFORMANCE RESULTS

1998-1999

Texas students posted a record passing rate on the spring 1999 TAAS, with 78 percent of the approximately 1.8 million students tested passing all parts of the test taken. This passing rate for "all students" reflects the performance of students in both regular and special education programs and is up from 73 percent passing last year and 53 percent in 1994.

Beginning in spring 1999, TAAS results used in the Academic Excellence Indicator System (AEIS) include the performance of students in special education as well as the performance of students not in special education. Therefore, the data in this summary, labeled "All Students," reflect this change. TAAS results include the performance of special education students whose Admission, Review, and Dismissal (ARD) Committee did not exempt them from taking the TAAS test. The 1998-1999 results from the state assessment program provide tangible evidence of continuing achievement as schools work to enable *all* of their students to meet the future and its challenges.

The following table shows what subjects are tested at what grades in the statewide assessment program.

GRADE LEVEL	SUBJECTS TESTED
3	reading and mathematics (*English and Spanish*)
4	reading, mathematics, and writing (*English and Spanish*)
5	reading and mathematics (*English and Spanish*)
6	reading and mathematics (*English and Spanish*)
7	reading and mathematics (*English*)
8	reading, mathematics, writing, science, and social studies (*English*)
10 (exit level)	reading, mathematics, and writing (*English*)
Varies	Algebra I, Biology, English II, and U.S. History (*English*)

This executive summary outlines statewide TAAS results for the 1998-1999 academic year, including results for various segments of the student population. To allow an even broader view of the assessment program's history, six-year comparisons of the percentage passing rates and the Texas Learning Index (TLI) data are included; comparing data from six test administrations (spring 1994 through spring 1999) allows an illustration of five years' worth of gain. (Note that all data, including data from the years 1994 through 1998, include the special education students' results, which used to be reported separately.) Also included are statewide data from the administration of the Spanish TAAS tests and the Algebra I, Biology, English II, and U.S. History end-of-course examinations.

District- and campus-level results are available in the Academic Excellence Indicator System (AEIS) accountability reports, which can be obtained through the Division of Performance Reporting at the Texas Education Agency. Additional information can be accessed at the web site http://www.tea.state.tx.us/.

RELEASE OF TESTS

Every August all TAAS and end-of-course tests administered during the previous school year are released in order to disclose test items to the public and to provide released tests to districts for use in formative student evaluation. Field-test items embedded in each of the tests are not released; students are not scored on field-test items, which can remain secure for a period of five years for possible use on future forms of the tests. For detailed information on the 1999 release, please see Appendix B.

Exit Level Migrant Student Program

Since the summer of 1992, the Student Assessment Division, in cooperation with the Texas Migrant Interstate Program (TMIP) located in Pharr, Texas, has administered the TAAS exit level tests to Texas migrant students who are out of the state during the times that TAAS is scheduled to be administered.

In the summer of 1999, 113 students were tested at 31 sites in 12 states. Of the 66 students who took the exit level **reading** test, 22 students (33 percent) met minimum expectations; 21 out of 57 students (37 percent) met minimum expectations on the **mathematics** test. Of the 54 students who took the **writing** test, 15 students (28 percent) met minimum expectations. Of the total number of students assessed, 27 percent met minimum expectations on all tests taken.

Private Schools Testing

Since the spring 1996 administration, private schools, including home schools, have been eligible to participate on a voluntary basis in the TAAS and end-of-course testing programs. During the 1998–1999 school year, a total of 50 private school students participated. The grade level participation in TAAS testing was as follows.

Grade 3	22 students tested in reading; 22 students tested in mathematics. 95% of the students met minimum expectations in reading; 77% of the students met minimum expectations in mathematics.
Grade 4	13 students tested in reading; 13 students tested in mathematics; 12 students tested in writing. 92% of the students met minimum expectations in reading and in mathematics; 83% met minimum expectations in writing.
Grade 5	14 students tested in reading; 14 students tested in mathematics. 86% of the students met minimum expectations in reading; 79% met minimum expectations in mathematics.

The Algebra I end-of-course test was taken by 21 students and all 21 passed. Fewer than 5 students tested in a subject area at each of the remaining grades, and fewer than 5 students took the other end-of-course tests. Therefore, no group performance data were reported for those tests.

Comparison of Results

PERCENT MEETING MINIMUM EXPECTATIONS:

All Students

Spring TAAS Administrations 1994-1999

Mathematics passing rates at Grades 4, 5, and 7 each rose 5 percentage points, while Grades 8 and 10 each showed a 6-point gain. In reading, Grade 3 posted a 5-point gain, and Grade 8's passing rate rose 7 points.

The 1999 TAAS results indicate the continuation of an upward trend in achievement at all grade levels. In **reading**, the percentage of students meeting minimum expectations rose across the board. Reading scores ranged from 83 percent of all students meeting minimum expectations at Grade 7 to 88 percent meeting minimum expectations at Grades 3, 4, 8, and 10.

In **mathematics**, most grade levels made notable gains, with the most impressive improvement at Grades 8 and 10 (a 6-point gain). Scores ranged from 81 percent meeting minimum expectations at Grade 10 to an unprecedented 90 percent meeting minimum expectations at Grade 5.

Writing scores improved at all three grades tested in this subject. Scores ranged from 85 percent meeting minimum expectations at Grade 8 to 90 percent meeting minimum expectations at Grade 10.

In addition, every grade level made gains in the **all tests taken** category; for the first time, all grade levels had passing rates at 75 percent or above. The percentage of students meeting minimum expectations in all tests taken (reading and mathematics at Grades 3, 5, 6, and 7; reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 75 percent at Grade 10 to 82 percent at Grade 5.

The following table presents spring 1994 through spring 1999 results for each subject area and the all tests taken category. Highlights at each grade level are summarized in the brief text incorporated in the table. The same information is then presented in bar-graph format. For purposes of comparison across grade levels, the all tests taken category includes the TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, writing, and mathematics tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.

TEXAS ASSESSMENT OF ACADEMIC SKILLS
Percent Meeting Minimum Expectations
All Students
1994 – 1999

	Reading						Mathematics						Writing						All Tests Taken*					
Grade	1994	1995	1996	1997	1998	1999	1994	1995	1996	1997	1998	1999	1994	1995	1996	1997	1998	1999	1994	1995	1996	1997	1998	1999
3	76%	77%	78%	78%	83%	88%	61%	71%	73%	78%	78%	82%							56%	65%	67%	70%	73%	78%
	The reading scores for Grade 3 increased by 5 percentage points compared to 1998 results.																							
4	73%	78%	75%	79%	86%	88%	57%	68%	74%	78%	82%	87%	84%	83%	83%	84%	85%	88%	52%	61%	63%	67%	73%	78%
	Compared to 1994, the mathematics scores for Grade 4 have increased by 30 percentage points.																							
5	75%	77%	79%	81%	85%	86%	60%	69%	75%	82%	85%	90%							56%	64%	69%	74%	79%	82%
	Grade 5 reached the 90% passing mark in mathematics and registered a passing rate of 80% or higher for all categories.																							
6	71%	76%	74%	81%	82%	84%	58%	61%	73%	77%	82%	86%							53%	58%	65%	72%	75%	79%
	The mathematics scores for Grade 6 increased by 28 points over the period between 1994 and 1999.																							
7	73%	76%	79%	81%	82%	83%	56%	59%	67%	75%	79%	84%							53%	56%	63%	70%	73%	77%
	Grade 7 mathematics scores increased by 5 percentage points compared to 1998 results.																							
8	74%	72%	74%	80%	81%	88%	55%	54%	64%	72%	79%	85%	66%	72%	72%	76%	79%	85%	47%	47%	54%	62%	68%	76%
	All the scores at Grade 8 increased substantially; in the all tests taken category, the passing rate climbed 8 percentage points.																							
10	75%	74%	79%	84%	86%	88%	55%	57%	63%	69%	75%	81%	79%	84%	83%	86%	87%	90%	50%	52%	57%	64%	69%	75%
	The writing scores for Grade 10 rose to 90% meeting minimum expectations.																							

* Does not include results of the science and social studies tests.

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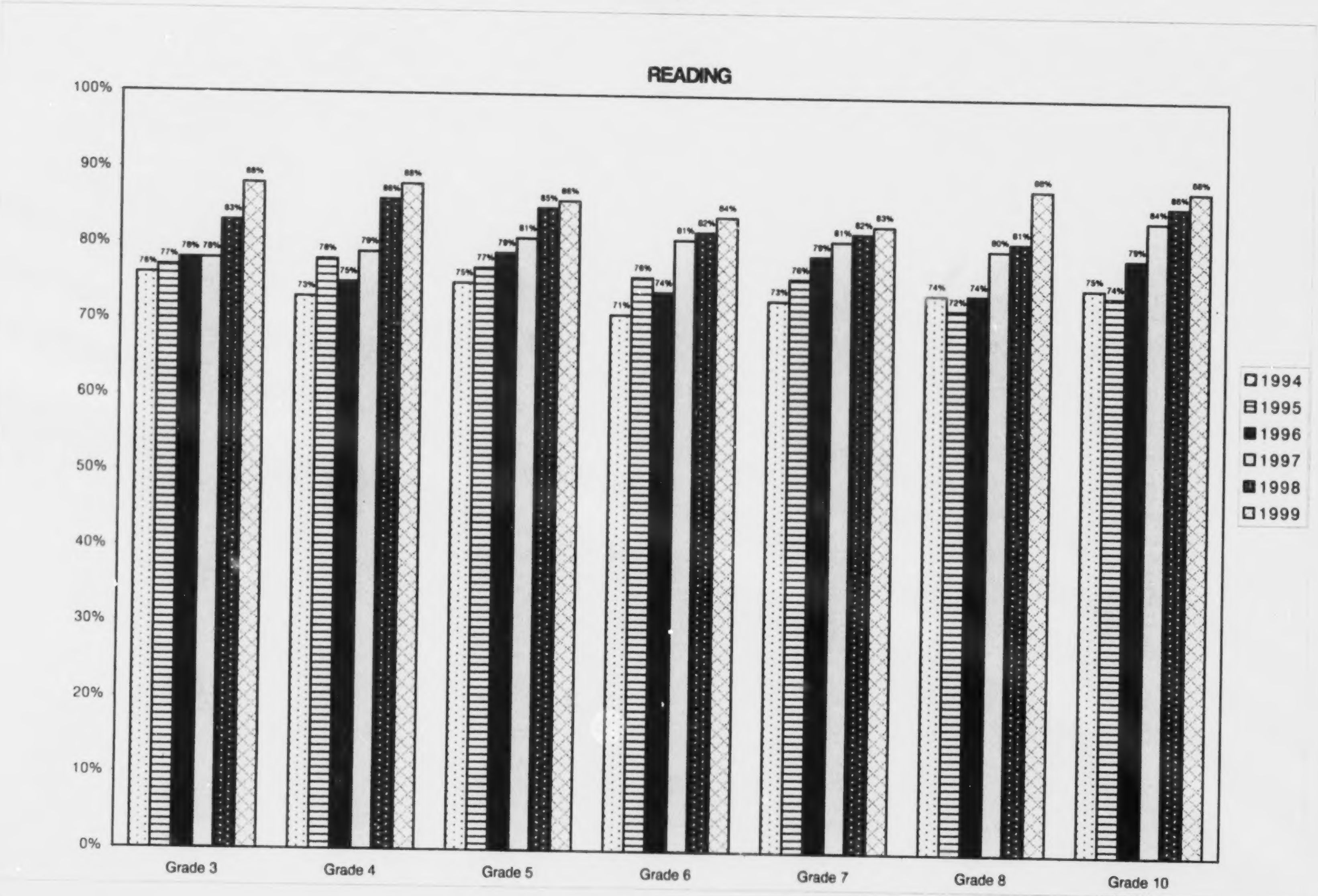
TEXAS ASSESSMENT OF ACADEMIC SKILLS
Percent Meeting Minimum Expectations
All Students
1994–1999



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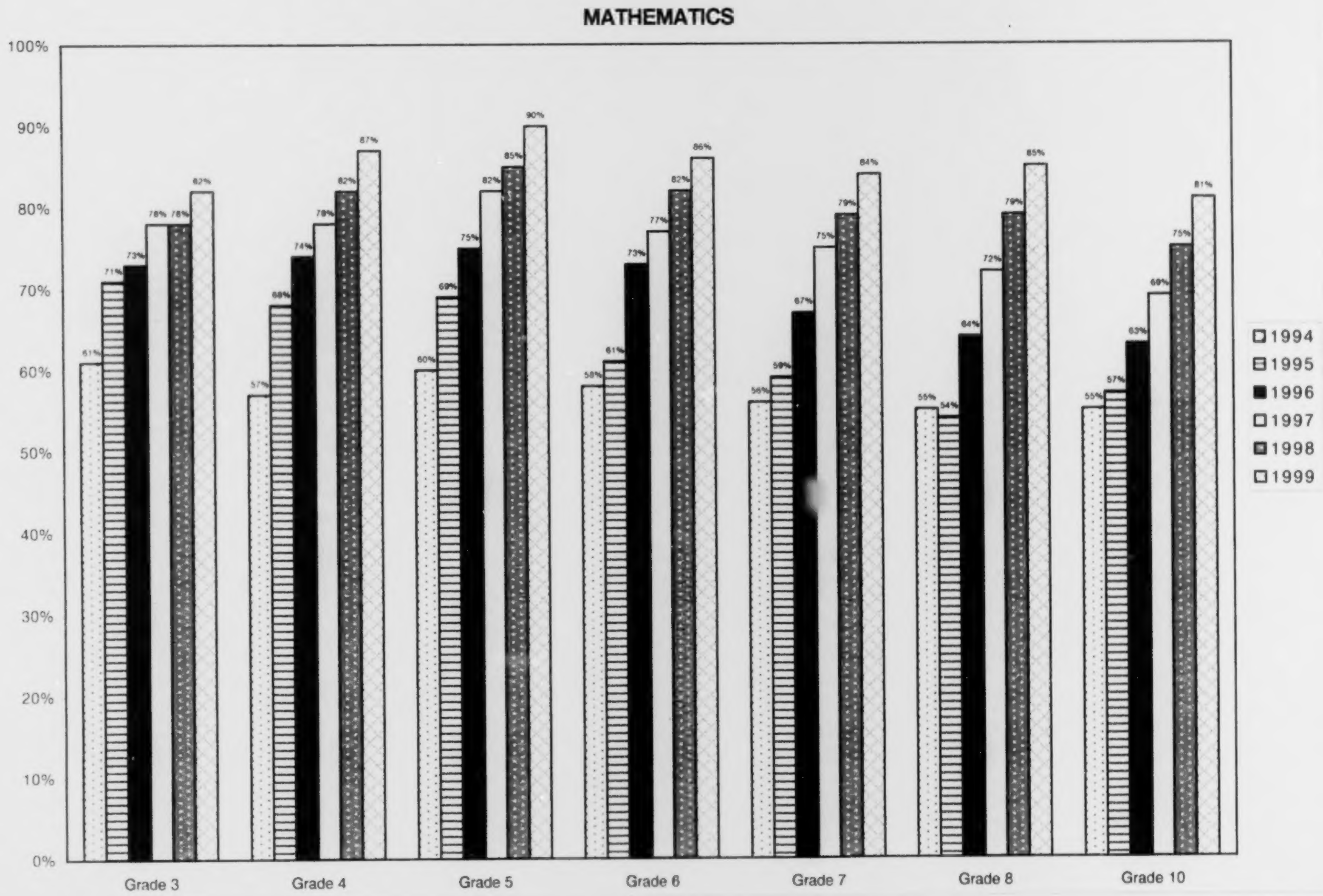
Percent Meeting Minimum Expectations
All Students
1994–1999



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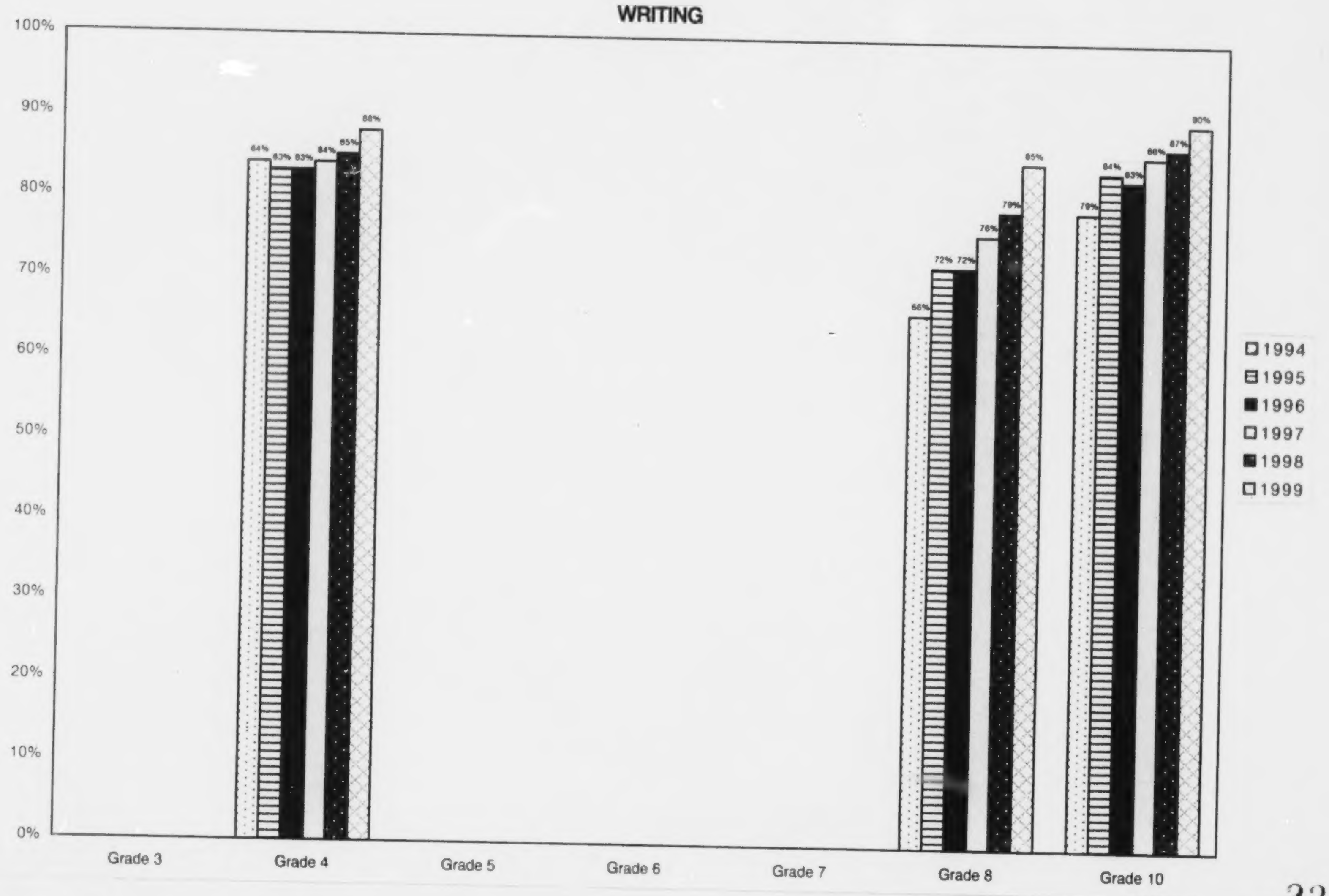
Percent Meeting Minimum Expectations
All Students
1994–1999



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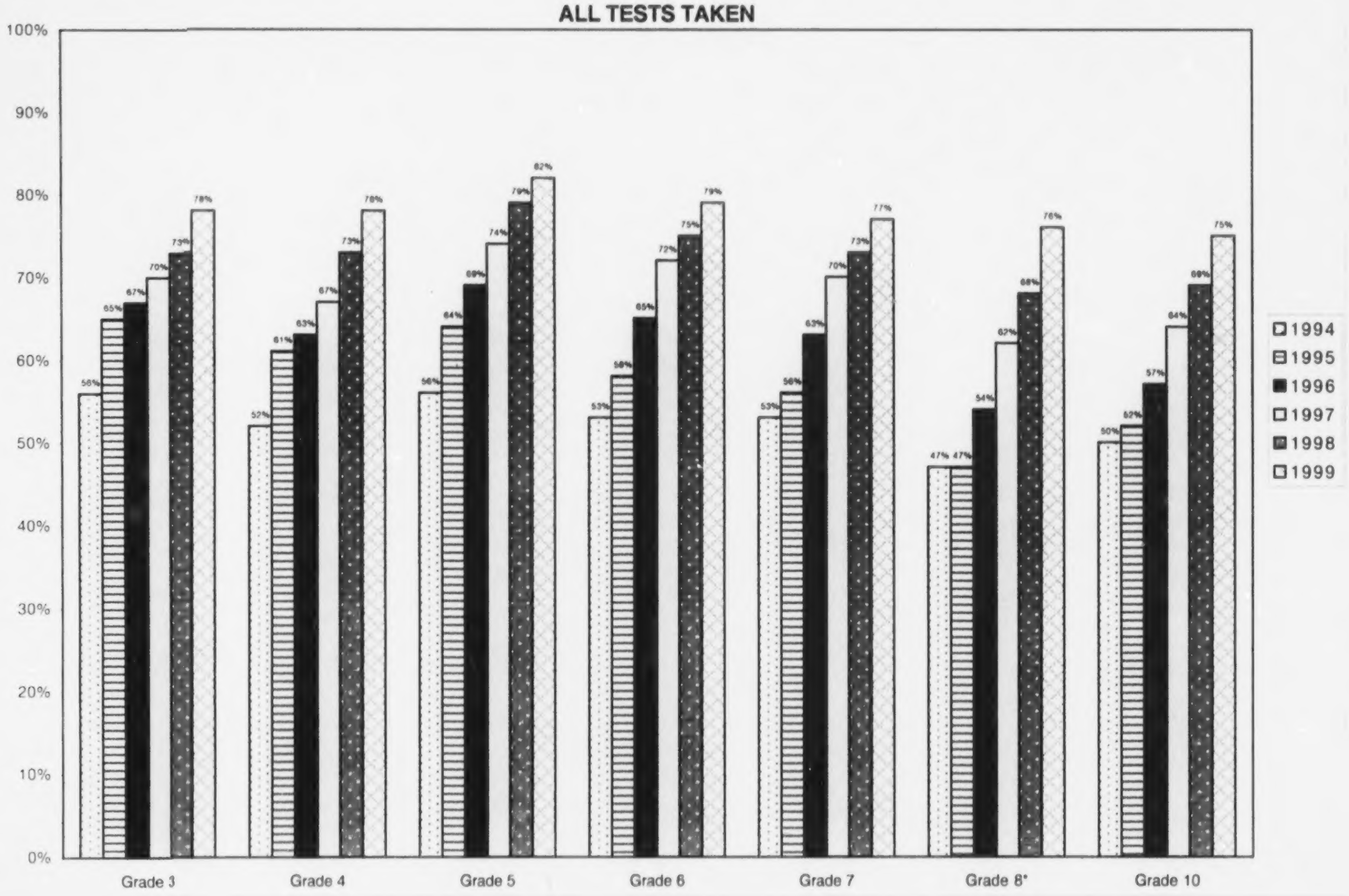
Percent Meeting Minimum Expectations
All Students
1994–1999



*Does not include results of the science and social studies tests.

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Texas Learning Index

Spring 1999 marks the sixth year that student performance in reading and mathematics has been reported via the Texas Learning Index, or TLI. The TLI, a score that describes how far a student's performance is above or below the passing standard, was developed to allow students, parents, and schools the opportunity to relate student performance to a passing standard and to compare student performance from year to year. Because the purpose of the TLI is to show year-to-year progress as students move toward the exit level test, the TLI is not used for reporting the results of tests that are not administered in sequential grades and/or not administered at the exit level. Therefore, scores for the writing test (administered only at Grades 4 and 8 and at the exit level), the Spanish reading and mathematics tests (only at Grades 3 through 6), the Spanish writing test (only at Grade 4), the science and social studies tests (only at Grade 8), and the end-of-course tests are reported as scale scores rather than TLI scores.

The TLI provides one indicator of whether a student is making sufficient yearly progress to be reasonably assured of meeting minimum expectations on the exit level test. The TLI can be used in this way since the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grader to pass the third-grade reading and mathematics tests as it is for an eighth grader to pass the eighth-grade reading and mathematics tests or for an exit level student to pass the exit level reading and mathematics tests. For example, a student who consistently achieves a TLI score of 70 or above at Grades 3 through 8 on the reading and mathematics tests should be in line to succeed on the exit level test if current academic progress continues.

AVERAGE TLI:

All Students

In order to meet minimum expectations on the TAAS reading and mathematics assessments, a student must achieve a TLI of at least 70. The following charts present:

- six years of average TLI scores for each grade level, including the gain registered between the years 1994 and 1999 for both reading and mathematics
- a matched group's average TLI scores from 1994 to 1999

1999 TLI scores show continuing improvement at every grade level in both reading and mathematics.

The **grade level chart** indicates that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 1999 TLIs in **reading** were in the 80s at all grades, ranging from 82.0 at Grade 7 to 84.8 at both Grades 4 and 5. Grades 4 and 10 exhibited the greatest six-year gain with an increase of 7.0 points. In **mathematics**, average TLI scores also increased at every grade level, with average 1999 TLIs ranging from 77.9 at Grade 3 to 83.0 at Grade 5. Since 1994, Grade 5 has exhibited the greatest gain, with an increase in average TLI of 12.8 points.

The **matched group chart** presents six years of average TLI scores for the same set of students. This matched group of 136,709 students tested in both reading and mathematics every year from 1994, when the students were in Grade 3, through 1999, when they were in Grade 8. The chart indicates that average TLI scores in mathematics have been rising steadily every year for these students; average TLI scores in reading rose each year except in 1998. In **reading**, the group's average TLI score of 87.0 at Grade 8 represents a gain of 6.7 points over their performance on the Grade 3 test in 1994. The group's average TLI gain was even greater in **mathematics**, with a gain of 10.1 points when comparing their results on the Grade 3 and Grade 8 mathematics tests.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average TLI

All Students

1994 – 1999

GRADE-LEVEL COMPARISON OF AVERAGE TEXAS LEARNING INDEX

	Reading							Mathematics						
							Gain/Loss							Gain/Loss
	1994	1995	1996	1997	1998	1999	1994–1999	1994	1995	1996	1997	1998	1999	1994–1999
Grade 3	77.6	77.3	77.5	78.5	81.2	83.5	5.9	69.7	72.7	75.4	77.3	77.0	77.9	8.2
Grade 4	77.8	79.5	78.6	79.4	83.1	84.8	7.0	69.8	73.8	76.1	77.6	78.7	80.5	10.7
Grade 5	78.1	79.0	80.1	82.3	83.7	84.8	6.7	70.2	73.8	76.2	79.2	80.7	83.0	12.8
Grade 6	77.7	79.0	79.5	81.9	82.4	84.3	6.6	69.7	71.7	75.6	77.5	79.2	81.2	11.5
Grade 7	77.3	77.9	79.7	80.6	81.3	82.0	4.7	69.6	70.9	74.3	76.2	78.1	80.4	10.8
Grade 8	77.0	77.0	78.4	80.4	81.7	83.9	6.9	69.1	68.8	72.5	75.3	77.3	80.0	10.9
Grade 10	77.1	77.0	79.1	81.2	82.9	84.1	7.0	69.3	70.5	72.1	74.3	76.4	78.5	9.2

Average TLI

Matched Group — 136,709 Students

Grades 3 through 8

MATCHED GROUP TLI COMPARISON

Reading

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Gain
1994	**1995**	**1996**	**1997**	**1998**	**1999**	**1994–1999**
80.3	81.9	83.5	86.0	85.5	87.0	6.7

Mathematics

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Gain
1994	**1995**	**1996**	**1997**	**1998**	**1999**	**1994–1999**
72.5	76.5	79.2	81.2	81.8	82.6	10.1

Grades 4, 8, and 10

PERCENT MEETING MINIMUM EXPECTATIONS:

Results by Ethnicity
Results for Economically Disadvantaged Population
All Students
Spring TAAS Administrations 1994–1999

Note: This section focuses on Grades 4, 8, and 10 so that results from the writing test can be included in the comparison.

GRADE 4

Mathematics scores for Hispanic and economically disadvantaged students rose 7 percentage points from 1998 to 1999.

The comparison between 1994 and 1999 shows that African American, Hispanic, and economically disadvantaged students have all made impressive gains on TAAS.

Both economically disadvantaged and Hispanic students' **reading** scores in 1999 rose 3 percentage points compared to the scores in 1998, with 82 percent and 84 percent meeting minimum expectations, respectively. Both African American and white students' scores improved by 2 percentage points to reach 79 percent and 94 percent passing. The comparison between 1994 and 1999 shows that African American students made the greatest gain, with an increase of 23 percentage points.

Mathematics scores continued to rise this year. Compared to 1998 levels, the percent passing rose by 7 percentage points for both Hispanic and economically disadvantaged students, 5 percentage points for the white students, and 4 percentage points for the African American students. Scores ranged from 73 percent meeting minimum expectations (African American students) to 93 percent (white students). The comparison between 1994 and 1999 shows impressive improvement: 37 percentage points for African American students, economically disadvantaged students, and Hispanic students.

Writing scores rose by 4 percentage points over 1998 levels for both Hispanic students (85 percent passing) and economically disadvantaged students (83 percent passing), 3 percentage points for white students (92 percent passing), and 2 percentage points for African American students (80 percent passing).

All tests taken results provide evidence of improvement across all groups of students. Scores in 1999 rose by 6 percentage points compared to the previous year's levels for both Hispanic students and economically disadvantaged students (73 percent meeting minimum expectations and 69 percent, respectively). Percent passing results rose by 4 percentage points for white students (85 percent meeting minimum expectations). African American students' scores rose by 3 percentage points (62 percent meeting minimum expectations). The comparison between 1994 and 1999 indicates that Hispanic students made the greatest gain in this category, showing an impressive increase of 32 percentage points.

GRADE 8

Reading scores climbed dramatically in 1999 for the African American, Hispanic, and economically disadvantaged students: each group's passing rate rose 10 percentage points from last year's levels.

Reading scores from 1998 to 1999 rose by 10 percentage points for African American, Hispanic, and economically disadvantaged students compared to the previous year's levels. White students gained 4 percentage points. African American and Hispanic students reached 81 percent passing; economically disadvantaged students posted an 80-percent passing rate; and white students reached 94 percent passing. The comparison between 1994 and 1999 indicates that African American students made the greatest gain, with an increase of 23 percentage points.

In **mathematics**, results showed improvement for Hispanic and economically disadvantaged students with a gain of 9 percentage points for each group; African American students posted a gain of 8 points. Percent passing results for these three groups ranged from 74 percent for African American students to 80 percent for Hispanic students. The scores for white students continued to show improvement, with a 92 percent passing level. Compared to 1994 levels, all groups have made significant gains. African American students have gained an impressive 42 percentage points; economically disadvantaged students have gained 41 percentage points; and Hispanic students have gained 40 percentage points.

Writing scores continued to rise for all groups, with Hispanic students gaining 8 percentage points to reach a passing level of 79 percent. Economically disadvantaged students gained 8 percentage points compared to last year's levels with a passing rate of 77 percent. The passing rate for African American students rose by 7 percentage points and climbed to 78 percent. White students' scores rose 4 points to reach 91 percent passing. Gains compared to 1994 results ranged from 14 percentage points for white students to 28 percentage points for African American students.

In the **all tests taken** category, which includes the reading, mathematics, and writing tests, the 1999 results show continued improvement by all groups. Hispanic students showed an 11-point gain over 1998 scores with 67 percent passing. African American students and economically disadvantaged students both gained 10 percentage points with 63 percent passing and 64 percent passing, respectively. With 85 percent meeting minimum expectations, white students showed a 6-point gain. Compared to 1994 levels, African American students made an impressive gain of 38 percentage points. Hispanic students and economically disadvantaged students followed closely with gains of 35 points each; white students registered a 24-point gain between 1994 and 1999.

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GRADE 10 (Exit Level)

The comparison between 1994 and 1999 shows a dramatic upward trend in the all tests taken category, with 30-point gains for Hispanic and economically disadvantaged students and a 32-point gain for African American students.

Reading scores reflected gains across all groups, with African American students gaining 5 percentage points compared to last year's levels. Economically disadvantaged students, at 79 percent meeting minimum expectations, gained 4 percentage points compared to last year's levels. Hispanic students exhibited a 3-point gain, reaching 80 percent passing, while white students' results rose 2 points to reach 95 percent passing. Five-year gains in reading ranged from 9 percentage points for white students to 23 points for African American students.

Mathematics scores showed improvement for all groups. Compared to 1998 levels, gains ranged from 4 to 8 points for each group; percent passing results rose to 66 percent for African American students, 71 percent for economically disadvantaged students, 73 percent for Hispanic students, and 89 percent for white students. The comparisons between 1994 and 1999 show an impressive upward trend, with African American students exhibiting a gain of 34 percentage points, Hispanic students gaining 33 percentage points, and the economically disadvantaged group gaining 32 percentage points. White students gained 21 percentage points over this six-year period.

Writing scores showed an improvement over 1998 levels as well, with African American, Hispanic, and economically disadvantaged groups each gaining 5 percentage points to reach 86, 84, and 83 percent passing, respectively. White students, at 95 percent meeting minimum expectations, exhibited a 2-point gain. Gains over the 1994-1999 period ranged from 7 percentage points for white students to 18 points for African American students.

All of the groups showed improvement in the **all tests taken** category. Economically disadvantaged students and African American students registered 8-point gains over 1998 scores to rise to 62 percent passing and 60 percent passing, respectively. Hispanic students showed a 7-point gain to reach 64 percent passing. White students' scores rose 5 percentage points to reach 86 percent passing. The comparison between 1994 and 1999 reflects a notable increase in scores, with African American students making a gain of 32 percentage points. The other populations also registered impressive gains: 30 percentage points for both economically disadvantaged students and Hispanic students and 22 points for white students.

The following tables display the statistics summarized in the preceding paragraphs.

TEXAS ASSESSMENT OF ACADEMIC SKILLS
Percent Meeting Minimum Expectations
Comparison of Results
All Students

1994 - 1999

AFRICAN AMERICAN STUDENTS

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 4	56	61	60	66	77	79	2	23	36	47	57	62	69	73	4	37
Grade 8	58	57	60	70	71	81	10	23	32	30	44	55	66	74	8	42
Grade 10	60	58	69	76	78	83	5	23	32	35	43	51	58	66	8	34

	Writing								All Tests Taken*							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 4	72	71	74	73	78	80	2	8	32	39	45	50	59	62	3	30
Grade 8	50	58	61	65	71	78	7	28	25	25	35	44	53	63	10	38
Grade 10	68	76	74	79	81	86	5	18	28	31	37	46	52	60	8	32

HISPANIC STUDENTS

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 4	64	70	66	71	81	84	3	20	47	59	67	72	77	84	7	37
Grade 8	61	60	62	70	71	81	10	20	40	37	51	61	71	80	9	40
Grade 10	61	60	67	73	77	80	3	19	40	42	51	57	65	73	8	33

	Writing								All Tests Taken*							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 4	78	78	79	79	81	85	4	8	41	51	53	58	67	73	6	32
Grade 8	55	61	61	67	71	79	8	24	32	31	39	48	56	67	11	35
Grade 10	69	75	74	77	79	84	5	15	34	36	43	49	57	64	7	30

* *Does not include results of the science and social studies tests at Grade 8.*

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

Comparison of Results

All Students

1994 - 1999

WHITE STUDENTS

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98-99	94-99	1994	1995	1996	1997	1998	1999	98-99	94-99
Grade 4	83	86	83	86	92	94	2	11	67	79	83	86	88	93	5	26
Grade 8	86	84	86	89	90	94	4	8	70	70	78	83	88	92	3	22
Grade 10	86	86	89	92	93	95	2	9	68	71	75	81	85	89	4	21

	Writing								All Tests Taken*							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98-99	94-99	1994	1995	1996	1997	1998	1999	98-99	94-99
Grade 4	90	88	88	89	89	92	3	2	63	72	72	77	81	85	4	22
Grade 8	77	82	83	85	87	91	4	14	61	63	69	75	79	85	6	24
Grade 10	88	91	91	93	93	95	2	7	64	67	71	78	81	86	5	22

ECONOMICALLY DISADVANTAGED STUDENTS

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98-99	94-99	1994	1995	1996	1997	1998	1999	98-99	94-99
Grade 4	61	67	64	69	79	82	3	21	44	56	64	69	74	81	7	37
Grade 8	59	57	60	68	70	80	10	21	37	35	49	59	69	78	9	41
Grade 10	58	57	65	71	75	79	4	21	39	40	49	55	63	71	8	32

	Writing								All Tests Taken*							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98-99	94-99	1994	1995	1996	1997	1998	1999	98-99	94-99
Grade 4	75	75	76	76	79	83	4	8	38	47	50	55	63	69	6	31
Grade 8	52	59	59	65	69	77	8	25	29	29	37	46	54	64	10	35
Grade 10	66	73	72	75	78	83	5	17	32	34	40	47	54	62	8	30

* *Does not include results of the science and social studies tests at Grade 8.*

All Tests Taken

PERCENT MEETING MINIMUM EXPECTATIONS:

Results By Special Population

All Students

Spring TAAS Administrations 1994-1999

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (At-Risk). Note that each non-exempt LEP student takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS (available at Grades 3 through 6). This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section.

Between 1994 and 1999, LEP students in Grade 3 achieved a passing-rate gain of 36 percentage points in the all tests taken category.

The following charts present 1994, 1995, 1996, 1997, 1998, and 1999 all tests taken* results (percent meeting minimum expectations) by special population for all grade levels. The charts display the following aggregated results:

- **Limited English Proficient (LEP)/Non-LEP populations**
- **At-Risk (of dropping out of school)/Not At-Risk populations**

Although the **LEP/Non-LEP** chart indicates that the Grade 5 levels for LEP students held steady, at all other grade levels there was a continued upward climb exhibited by both populations. LEP students' 1999 scores in this category ranged from 31 percent meeting minimum expectations at Grade 10 to 70 percent at Grade 3. Between 1994 and 1999, the passing rate of Grade 3 LEP students showed the greatest improvement, rising a notable 36 percentage points.

As the **At-Risk/Not At-Risk** chart shows, both of these groups also made gains in performance at all grades. Grade 8 at-risk students exhibited the greatest 1998 to 1999 improvement, rising by 14 percentage points to 51 percent meeting minimum expectations. Between 1994 and 1999, the passing rate of Grade 3 at-risk students registered the greatest gain, rising 33 percentage points.

**For comparison purposes the "all tests taken" category does not include the science and social studies tests administered at Grade 8. Students at Grades 4, 8, and 10 (exit level) were tested in writing, reading, and mathematics; students at Grades 3, 5, 6, and 7 were tested in reading and mathematics.*

TEXAS ASSESSMENT OF ACADEMIC SKILLS
Percent Meeting Minimum Expectations
Results by Special Population
All Students

1994 – 1999

	ALL TESTS TAKEN**															
	LEP Students								Non-LEP Students							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 3	34	47	52	57	62	70	8	36	58	66	68	72	74	79	5	21
Grade 4	30	39	42	45	56	61	5	31	53	62	64	69	75	79	4	26
Grade 5	26	33	41	46	56	56	0	30	58	65	70	76	81	84	3	26
Grade 6	19	21	24	35	36	44	8	25	55	60	68	75	78	82	4	27
Grade 7	15	15	22	30	29	35	6	20	55	58	66	73	76	80	4	25
Grade 8*	12	11	13	19	24	32	8	20	49	49	57	65	70	79	9	30
Grade 10	13	14	15	21	25	31	6	18	53	55	60	67	72	78	6	25

	ALL TESTS TAKEN**															
	At-Risk Students								Not At-Risk Students							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 3	31	43	45	51	54	64	10	33	65	72	75	77	79	84	5	19
Grade 4	29	36	36	41	50	57	7	28	67	78	77	82	86	87	1	20
Grade 5	33	40	44	51	57	60	3	27	76	81	85	89	91	93	2	17
Grade 6	28	31	38	45	47	56	9	28	68	78	83	87	89	91	2	23
Grade 7	27	27	36	42	43	51	8	24	71	75	81	86	88	90	2	19
Grade 8*	23	18	25	30	37	51	14	28	70	70	75	81	84	89	5	19
Grade 10	24	30	33	41	46	56	10	32	68	70	72	79	82	87	5	19

** Does not include results of the science and social studies tests.*

*** Includes only the English-version tests.*

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Average TLI:
RESULTS BY ETHNICITY
All Students

Spring TAAS Administrations 1994-1999

Between 1994 and 1999, both the Hispanic group and the African American group registered double-digit gains in average TLI in mathematics at Grades 4, 5, 6, 7, 8, and 10.

In the six-year period, overall average TLI scores in **reading** rose for all major ethnic groups in all grades. For African American students, average TLI scores in 1999 ranged from 77.1 at Grade 7 to 80.4 at Grade 10, with only a slight decline at Grade 5; the greatest five-year gain (9.9 points) was at Grade 8. For Hispanic students, average TLI scores ranged from 77.8 at Grade 7 to 81.8 at Grade 4, with the greatest four-year gain (8.8 points) at Grade 8. The average TLI for white students ranged from 86.3 at Grade 7 to 89.1 at Grade 5; between 1994 and 1999, the greatest gain (8.7 points) was exhibited at Grade 5.

In **mathematics**, only African American third graders showed a slight decline of 0.6 point; all other grade levels exhibited improvement. For African American students, average TLI scores in 1999 ranged from 70.6 at Grade 3 to 77.5 at Grade 5; the greatest improvement since 1994 was at Grade 5, with a 15-point gain in average TLI. For Hispanic students, average TLI scores ranged from 75.5 at Grade 10 to 81.5 at Grade 5, with the greatest four-year gain (15.1 points) at Grade 5. The average TLI for white students ranged from 81.3 at Grade 3 to 85.4 at Grade 5; the greatest improvement since 1994 (11.3 points) was exhibited at Grade 5.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average TLI

Results by Ethnicity

All Students

1994 – 1999

AFRICAN AMERICAN STUDENTS

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 3	71.2	70.8	71.0	73.1	76.6	78.1	1.5	6.9	61.9	65.3	68.9	71.4	71.2	70.6	-0.6	8.7
Grade 4	70.7	72.6	71.9	73.5	78.0	79.4	1.4	8.7	62.0	66.2	69.5	71.7	73.6	75.0	1.4	13.0
Grade 5	71.3	71.9	73.6	76.5	79.3	79.2	-0.1	7.9	62.5	65.7	68.8	73.3	75.7	77.5	1.8	15.0
Grade 6	71.2	73.0	73.7	76.4	78.1	79.9	1.8	8.7	62.0	64.3	69.7	71.6	74.4	76.3	1.9	14.3
Grade 7	70.4	71.6	74.3	75.7	76.1	77.1	1.0	6.7	61.8	62.3	67.0	70.2	71.9	75.1	3.2	13.3
Grade 8	70.0	70.6	72.0	75.4	76.7	79.9	3.2	9.9	60.9	65.0	60.7	69.0	72.3	74.9	2.6	14.0
Grade 10	70.9	70.4	74.2	77.1	78.8	80.4	1.6	9.5	61.2	62.4	64.8	67.8	70.3	73.1	2.8	11.9

HISPANIC STUDENTS

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 3	73.4	73.0	73.5	74.5	78.1	81.3	3.2	7.9	65.7	68.9	72.2	74.6	74.3	76.0	1.7	10.3
Grade 4	73.7	75.8	74.3	75.4	79.7	81.8	2.1	8.1	66.3	70.6	73.3	75.2	76.6	79.1	2.5	12.8
Grade 5	73.5	74.6	75.7	77.9	80.3	80.7	0.4	7.2	66.4	70.4	73.5	76.9	78.8	81.5	2.7	15.1
Grade 6	72.6	74.5	74.1	76.9	77.2	80.0	2.8	7.4	65.4	67.1	71.9	74.3	76.5	78.8	2.3	13.4
Grade 7	72.0	72.7	74.9	75.7	76.6	77.8	1.2	5.8	64.6	65.4	69.7	72.6	74.7	77.4	2.7	12.8
Grade 8	71.3	71.6	72.8	75.4	76.8	80.1	3.3	8.8	63.7	63.0	67.8	71.2	74.0	77.3	3.3	13.6
Grade 10	71.2	71.3	73.6	75.9	78.5	79.7	1.2	8.5	64.2	64.9	67.7	69.7	72.6	75.5	2.9	11.3

WHITE STUDENTS

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 3	81.5	81.2	81.5	82.2	84.2	86.7	2.5	5.2	73.8	76.6	79.0	80.4	80.3	81.3	1.0	7.5
Grade 4	81.9	83.2	82.7	83.4	86.5	88.3	1.8	6.4	73.6	77.5	79.4	80.6	81.3	82.8	1.5	9.2
Grade 5	82.4	83.2	84.2	86.5	87.1	89.1	2.0	8.7	74.1	77.6	79.5	82.0	83.1	85.4	2.3	11.3
Grade 6	82.5	83.3	84.4	86.6	87.1	88.6	1.5	6.1	74.2	76.4	79.4	81.1	82.2	84.3	2.1	10.1
Grade 7	82.3	82.8	84.3	85.2	85.9	86.3	0.4	4.0	74.4	76.4	78.9	80.0	82.0	83.8	1.8	9.6
Grade 8	82.1	81.8	83.7	85.0	86.3	87.5	1.4	5.4	74.2	74.1	77.2	79.4	80.7	83.1	1.4	8.9
Grade 10	82.1	81.9	83.6	85.4	86.6	87.8	1.2	5.7	73.9	75.4	76.3	78.5	80.0	81.7	1.7	7.8

Average TLI:
Results By Economic Groups
All Students
Spring TAAS Administrations 1994–1999

The economically disadvantaged population continued its upward trend in performance, with an average TLI at all grade levels now greater than 77.0 in reading and greater than 74.0 in mathematics.

As the following chart indicates, the average TLI scores of students identified as economically disadvantaged through eligibility for a free or reduced-price meal program reflected gains in **reading** across all grades. Average 1999 TLI scores for these students ranged from 77.1 at Grade 7 to 80.8 at Grade 4, with one-year gains ranging from 0.4 at Grade 5 to 3.4 at Grade 8. The average TLI of students not identified as economically disadvantaged also showed improvement, ranging from 85.7 at Grade 7 to 89.2 at Grade 5; one-year gains ranged from 0.3 at Grade 7 to 1.9 at Grade 3. Economically disadvantaged students at Grade 10 posted the greatest gain over five years, with a rise in average TLI of 9.3 points.

In **mathematics**, both economic groups registered improvement at every grade level. Average 1999 TLI scores for economically disadvantaged students ranged from 74.5 at Grade 3 to 80.3 at Grade 5, with one-year gains ranging from 1.2 at Grade 3 to 3.4 at Grade 8. For students not designated as economically disadvantaged, average TLI scores ranged from 80.3 at Grade 10 to 85.3 at Grade 5. Single-year gains ranged from 0.6 at Grade 3 to 2.2 at Grade 8. Over the six-year period, students at Grade 5 posted the greatest improvement, with a gain of 11.3 points.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average TLI

Results by Economic Disadvantage

All Students

1994 – 1999

ECONOMICALLY DISADVANTAGED STUDENTS																
	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98-99	94-99	1994	1995	1996	1997	1998	1999	98-99	94-99
Grade 3	72.5	72.1	72.4	73.7	77.3	80.1	2.8	7.6	64.7	68.1	71.2	73.6	73.3	74.5	1.2	9.8
Grade 4	72.7	74.7	73.2	74.4	78.9	80.8	1.9	8.1	65.0	69.3	72.0	74.0	75.5	77.8	2.3	12.8
Grade 5	72.6	73.5	74.6	77.2	79.5	79.9	0.4	7.3	65.2	69.1	72.1	75.7	77.7	80.3	2.6	15.1
Grade 6	71.9	73.9	73.6	76.4	77.0	79.5	2.5	7.6	64.4	66.5	71.3	73.5	75.9	78.2	2.3	13.8
Grade 7	71.1	72.1	74.2	75.2	76.0	77.1	1.1	6.0	63.6	64.8	68.9	71.8	73.8	76.7	2.9	13.1
Grade 8	70.4	70.7	72.1	74.7	76.1	79.5	3.4	9.1	62.8	62.5	66.9	70.4	73.3	76.7	3.4	13.9
Grade 10	69.9	70.1	72.5	74.9	77.6	79.2	1.6	9.3	63.4	64.3	66.8	69.0	71.9	74.9	3.0	11.5

NOT ECONOMICALLY DISADVANTAGED STUDENTS																
	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98-99	94-99	1994	1995	1996	1997	1998	1999	98-99	94-99
Grade 3	81.7	81.6	82.0	82.8	84.8	86.7	1.9	5.0	73.7	76.5	79.3	80.7	80.5	81.1	0.6	7.4
Grade 4	81.9	83.3	83.2	83.9	86.9	88.4	1.5	6.5	73.6	77.5	79.7	80.9	81.6	82.9	1.3	9.3
Grade 5	82.3	83.4	84.7	86.9	87.5	89.2	1.7	6.9	74.0	77.6	79.7	82.3	83.4	85.3	1.9	11.3
Grade 6	81.9	82.8	84.3	86.6	87.1	88.3	1.2	6.4	73.6	75.7	79.2	80.9	82.1	83.9	1.8	10.3
Grade 7	81.2	81.8	83.8	84.8	85.4	85.7	0.3	4.5	73.3	75.0	78.2	79.5	81.4	83.2	1.8	9.9
Grade 8	80.6	80.6	82.5	84.3	85.6	86.8	1.2	6.2	72.6	72.4	76.0	78.6	80.1	82.3	2.2	9.7
Grade 10	79.8	79.8	82.0	83.9	85.3	86.3	1.0	6.5	71.5	73.0	74.4	76.7	78.4	80.3	1.9	8.8

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Average TLI:

RESULTS BY SPECIAL POPULATION

All Students

Spring TAAS Administrations 1994-1999

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (At-Risk). Note that each non-exempt LEP student takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS (available at Grades 3 through 6). This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section. Charts presenting results for these populations follow the summary below.

Between 1994 and 1999, LEP students and at-risk students achieved double-digit gains in average TLI in mathematics at all grade levels.

In **reading**, LEP students achieved gains in average TLI scores at all grades, with the exception of a small dip in TLI at the Grade 5 level; the largest gain compared to 1998 was registered at Grade 8, with an increase of 3.4 points. Average 1999 TLI scores for LEP students ranged from 65.9 at Grade 10 to 79.3 at Grade 3, with the largest five-year gain being an increase of 11.1 points at Grade 3. The average 1999 TLI scores of non-LEP students ranged from 83.2 at Grade 7 to 85.9 at Grade 5, with the greatest five-year gain (7.1 points) posted at both Grade 4 and Grade 5.

Increases in average TLI scores for **mathematics** were registered by LEP students at all grades; the greatest 1998-1999 gain (3.3 points) was registered at Grade 10. Average 1999 TLI scores for LEP students ranged from 68.7 at Grade 10 to 77.8 at Grade 5; the largest five-year gain was an increase of 17.0 points at Grade 5. The average 1999 TLI scores of non-LEP students ranged from 78.2 at Grade 3 to 83.4 at Grade 5, with the greatest five-year gain (12.7 points) at Grade 5.

In comparing 1998 and 1999 TLI averages of at-risk students in **reading**, gains were recorded at all grade levels. Grade 8 achieved the largest gain compared to 1998, with an increase of 3.7 points. Average TLI scores for the at-risk students in 1999 ranged from 72.6 at Grade 7 to 78.4 at Grade 10. The largest gain between 1994 and 1999 was an increase of 9.4 points at Grade 10. The average TLI scores of not at-risk students ranged from 85.6 at Grade 3 to 89.4 at Grade 5, with the greatest five-year gain (6.5 points) posted at Grade 6.

In **mathematics**, gains in average TLI scores for at-risk students continued their upward trend at all grade levels; the greatest 1998-1999 gain (4.1 points) was registered at Grade 8. Average TLI scores for at-risk students in 1999 ranged from 72.3 at Grade 7 to 76.8 at Grade 5. The largest five-year gain was an increase of 13.9 points at Grade 5. The average TLI scores of not at-risk students ranged from 79.8 at Grade 3 to 85.9 at Grade 5, with the greatest five-year gain (10.3 points) at Grade 6.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average TLI

Results by Special Population

All Students

1994 – 1999

LEP STUDENTS

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 3	68.2	69.0	70.4	71.7	76.2	79.3	3.1	11.1	62.9	67.1	70.8	74.1	73.5	75.4	1.9	12.5
Grade 4	67.8	70.4	68.6	69.5	74.8	76.2	1.4	8.4	62.0	66.8	70.1	72.2	74.0	76.8	2.8	14.8
Grade 5	64.9	66.1	67.1	69.6	73.0	71.8	1.2	6.9	60.8	64.6	68.7	72.4	74.8	77.8	3.0	17.0
Grade 6	63.1	66.2	63.7	66.5	66.5	69.7	3.2	6.6	58.8	59.5	64.8	67.4	70.3	72.7	2.4	13.9
Grade 7	60.8	61.0	63.7	63.9	64.2	66.0	1.8	5.2	56.6	56.8	61.4	65.4	66.1	69.2	3.1	12.6
Grade 8	60.1	60.7	60.7	64.2	64.2	67.6	3.4	7.5	55.8	55.4	59.2	63.2	66.4	69.5	3.1	13.7
Grade 10	58.1	58.4	58.4	62.6	65.1	65.9	0.8	7.8	57.7	58.1	59.6	62.3	65.4	68.7	3.3	11.0

NON-LEP STUDENTS

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 3	78.2	77.8	78.0	79.0	81.6	84.0	2.4	5.8	70.2	73.0	75.8	77.6	77.4	78.2	0.8	8.0
Grade 4	78.4	80.0	79.2	80.1	83.7	85.5	1.8	7.1	70.3	74.3	76.5	78.1	79.1	80.8	1.7	10.5
Grade 5	78.8	79.7	80.8	83.2	84.5	85.9	1.4	7.1	70.7	74.3	76.6	79.7	81.1	83.4	2.3	12.7
Grade 6	78.6	79.8	80.6	83.1	83.8	85.6	1.8	7.0	70.4	72.5	76.4	78.3	80.0	82.0	2.0	11.6
Grade 7	78.3	78.8	80.7	81.9	82.5	83.2	0.7	4.9	70.3	71.7	75.0	77.0	78.9	81.2	2.3	10.9
Grade 8	77.9	77.8	79.4	81.5	82.8	84.9	2.1	7.0	69.8	69.5	73.2	76.1	78.0	80.7	2.7	10.9
Grade 10	78.4	78.2	80.4	82.4	84.0	85.3	1.3	6.9	70.1	71.3	72.9	75.2	77.1	79.2	2.1	9.1

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
Average TLI
Results by Special Population
All Students
1994 – 1999

AT-RISK STUDENTS																
	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 3	69.0	68.8	68.9	70.5	74.5	77.9	3.4	8.9	61.4	65.4	68.1	71.5	71.1	72.9	1.8	11.5
Grade 4	69.7	71.8	68.7	69.6	74.7	76.5	1.8	6.8	62.2	66.1	68.4	70.3	71.9	74.7	2.8	12.5
Grade 5	70.7	70.9	71.0	73.1	74.9	75.1	0.2	4.4	62.9	66.3	68.7	72.4	73.9	76.8	2.9	13.9
Grade 6	69.1	71.8	70.8	72.3	72.1	74.7	2.6	5.6	61.6	63.8	68.1	69.5	71.7	74.5	2.8	12.9
Grade 7	69.3	69.6	71.7	70.9	71.0	72.6	1.6	3.3	61.2	61.7	65.6	67.6	68.8	72.3	3.5	11.1
Grade 8	70.0	68.5	69.4	71.2	71.6	75.3	3.7	5.3	61.7	59.8	63.3	65.8	68.9	73.0	4.1	11.3
Grade 10	69.0	70.4	72.2	74.6	76.2	78.4	2.2	9.4	61.2	63.3	64.8	67.0	69.1	72.5	3.4	11.3

NOT AT-RISK STUDENTS																
	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	98–99	94–99	1994	1995	1996	1997	1998	1999	98–99	94–99
Grade 3	80.5	80.0	80.5	81.2	83.5	85.6	2.1	5.1	72.6	75.1	78.0	79.4	79.2	79.8	0.6	7.2
Grade 4	83.0	84.5	83.8	84.7	87.2	88.4	1.2	5.4	74.7	79.0	80.3	81.6	82.1	83.0	0.9	8.3
Grade 5	84.6	85.1	85.9	87.9	88.4	89.4	1.0	4.8	76.6	79.4	81.0	83.3	84.4	85.9	1.5	9.3
Grade 6	82.5	84.2	85.1	87.2	87.6	89.0	1.4	6.5	74.3	77.5	80.5	81.9	83.0	84.6	1.6	10.3
Grade 7	83.0	83.5	85.0	86.1	86.2	86.6	0.4	3.6	75.4	77.1	79.9	81.0	82.5	84.3	1.8	8.9
Grade 8	83.8	83.5	84.6	86.0	87.1	88.3	1.2	4.5	76.2	75.7	78.7	81.0	81.7	83.7	2.0	7.5
Grade 10	82.6	82.2	83.3	85.2	86.5	87.5	1.0	4.9	74.8	76.2	76.6	79.0	80.4	82.2	1.8	7.4

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Grade 8 Science and Social Studies Tests

PERCENT MEETING MINIMUM EXPECTATIONS:

All Students

Spring TAAS Administrations 1995-1999

Between 1995 and 1999, passing rates in science rose for all populations, with the greatest gain made by African American students. Over this same period, passing rates in social studies rose for all groups.

SCIENCE

Results of the spring 1999 administration show that, compared to the previous year, passing rates increased by 7 percentage points, with 87 percent of all students tested meeting minimum expectations. This pattern of substantial gain from 1998 to 1999 is repeated for all groups of students. The comparison between 1995 and 1999 reflects notable increases, with African American students posting a gain of 20 points, economically disadvantaged students increasing their passing rate by 19 points, and Hispanic students achieving an 18-point gain.

SOCIAL STUDIES

In the spring 1999 administration, 69 percent of all students tested met minimum expectations; this passing rate was up 3 percentage points from 1998 levels. Compared to the previous year's passing rate, the three ethnic groups, the special population groups, and the economic groups gained from 2 to 6 percentage points. Over the period from 1995 to 1999, all groups have exhibited gains, ranging from a 2-point gain for not at-risk students to a 9-point gain for economically disadvantaged students.

The following chart presents the 1995-1999 comparison of science and social studies test results for all students. (These tests were benchmarked in 1994.)

TEXAS ASSESSMENT OF ACADEMIC SKILLS
Percent Meeting Minimum Expectations
Science and Social Studies
All Students
1995 – 1999

	SCIENCE						SOCIAL STUDIES					
STUDENT POPULATION	**1995**	**1996**	**1997**	**1998**	**1999**	**Gain/Loss 95-99**	**1995**	**1996**	**1997**	**1998**	**1999**	**Gain/Loss 95-99**
All Students	75	74	81	80	87	12	63	66	63	66	69	6
African American	54	57	66	65	74	20	45	49	47	49	53	8
Hispanic	61	61	72	70	79	18	47	52	48	50	55	8
White	88	87	92	91	95	7	77	80	78	80	83	6
LEP	33	31	47	42	50	17	19	23	20	22	24	5
Non-LEP	77	77	84	83	89	12	65	69	66	68	72	7
At-Risk	56	54	63	59	71	15	38	42	35	36	42	4
Not At-Risk	89	88	92	92	95	6	82	83	81	81	84	2
Economically Disadvantaged	59	60	70	69	78	19	45	50	46	49	54	9
Not Economically Disadvantaged	83	84	89	89	93	10	73	77	75	77	80	7

Spanish TAAS

PERCENT MEETING MINIMUM EXPECTATIONS:

All Students

Spring TAAS Administrations 1997–1999

Grade 4 Spanish TAAS mathematics scores registered a dramatic rise of 15 percentage points compared to the previous year's results.

In spring 1996, the Spanish TAAS reading and mathematics tests at Grades 3 and 4 were benchmarked. The following year, the Spanish TAAS reading and mathematics tests at Grades 5 and 6 and the Spanish TAAS writing test at Grade 4 were benchmarked. Passing rates are set after the benchmark administration.

It is important to remember that LEP students who take the Spanish TAAS are not being exempted from the statewide assessment. The students for whom Spanish TAAS is determined to be the appropriate assessment are being tested in the same manner as students taking TAAS in English, because both groups must demonstrate performance on the same academic skills in reading, mathematics, and writing.

Results of the spring 1999 administration show a notable gain at Grade 3. In **reading**, passing rates at Grade 3 rose 10 points to 74 percent meeting minimum expectations; the percent meeting minimum expectations rose by 31 points over the 3-year period. At Grade 4, this year's passing rate rose by 8 points to 46 percent meeting minimum expectations. However, a drop of 16 points was registered at Grade 5, with 33 percent passing. Grade 6 scores rose to 29 percent passing, a gain of 2 points.

Gains in **mathematics** were substantial, with double-digit gains at both Grade 4 and Grade 6. Grade 4's passing rate of 72 percent represented a rise of 15 percentage points over the previous year's results, while Grade 6, with 50 percent passing, registered a gain of 14 percentage points. A 9-point gain was posted at both Grade 3 and Grade 5, with passing rates of 74 percent and 64 percent, respectively.

The following chart presents the 1997, 1998, and 1999 Spanish TAAS results for all students, with two- and three-year comparisons noted where applicable.

TEXAS ASSESSMENT OF ACADEMIC SKILLS
Percent Meeting Minimum Expectations
All Students

1997 - 1999

SPANISH TAAS														
	Reading					Mathematics					Writing			
				Gain/Loss					Gain/Loss					Gain/Loss
	1997	1998	1999	98-99	97-99	1997	1998	1999	98-99	97-99	1997	1998	1999	98-99
Grade 3	43	64	74	10	31	51	65	74	9	23	**	**	**	**
Grade 4	36	38	46	8	10	46	57	72	15	26	*	62	67	5
Grade 5	*	49	33	-16	N/A	*	55	64	9	N/A	**	**	**	**
Grade 6	*	27	29	2	N/A	*	36	50	14	N/A	**	**	**	**

** Benchmark year*

*** Writing test not administered at this grade*

Intensive Instruction

Chapter 39, Subchapter B, Section 39.024 of the Texas Education Code specifies that districts must offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument mandated by the code.

In the 1999-2000 school year, as the following table indicates, districts shall offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to between 19 percent and 24 percent of the students tested at each grade level in Grades 3 through 8; these numbers include those students in Grades 3 through 6 who took the Spanish TAAS tests. At Grade 10, 24 percent of the students tested in spring 1999 did not meet minimum expectations on one or more tests (reading, writing, mathematics) of the exit level TAAS and must be offered intensive instruction.

The legislature also mandated that study guides be provided to assist parents in helping their children strengthen academic skills during the summer break when school is in recess. Therefore, *TAAS Study Guides* were developed by the Texas Education Agency for all grade levels and subject areas tested on TAAS. A study guide is provided free of charge, through districts, to each student who fails one more TAAS tests. Exit level study guides are distributed three times a year (December, May, and August), while the study guides for Grades 3 through 8 are distributed once a year, when the results from spring testing are reported.

As a result of the testing opportunity provided for seniors in late April, an additional 2,762 students were able to satisfy the TAAS diploma requirement prior to spring 1999 graduation ceremonies.

RETESTING OPPORTUNITIES

All students not meeting minimum expectations on their first attempt to pass the exit level TAAS during the spring of their sophomore year have up to seven additional opportunities to retest before the end of their senior year. Administrations of the exit level TAAS are provided during every academic semester, including the summer. For each administration, out-of-school examinees are also given the opportunity to retest. The late spring TAAS administration, provided only a few weeks before the end of the school year, gives graduating students and out-of-school examinees an additional opportunity to retest immediately prior to commencement.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Intensive Instruction

All Students — English and Spanish Tests

1999

Number and Percent of Students Requiring Intensive Instruction

	ONE TEST ONLY		TWO TESTS ONLY		ALL THREE TESTS		TOTAL	
	Number	%	Number	%	Number	%	Number	%
Grade 3	39,467	14	22,397	8	—	—	61,864	22
Grade 4	37,428	14	17,320	6	10,314	4	65,062	24
Grade 5	33,973	13	17,169	6	—	—	51,142	19
Grade 6	35,442	13	21,503	8	—	—	56,945	21
Grade 7	37,571	14	24,863	9	—	—	62,434	23
Grade 8*	36,024	13	18,538	7	12,152	4	66,714	24
Grade 10	32,655	14	14,894	6	9,891	4	57,440	24

** Does not include results of the science and social studies tests.*

End-Of-Course Tests

PERCENT MEETING MINIMUM EXPECTATIONS:

All Students

Spring Test Administrations 1995–1999

End-of-course tests are administered at the end of the last semester of the appropriate course. These tests provide requisite statewide, regional, district-, and campus-level data on specified secondary-level courses in various content areas. In addition, school districts may use the end-of-course tests for local purposes. Beginning in the 1998–1999 school year, students could meet the testing requirements for high school graduation by passing three end-of-course tests: Algebra I, English II, and either Biology or U.S. History. In 1998–1999, 7,022 students in Grades 10 through 12 fulfilled their graduation requirements by passing three out of the four end-of-course tests.

Overall passing rates in Biology, English II, and U.S. History were in the 70's. The Algebra I passing rate climbed to 45 percent after being in the 30's for two years.

ALGEBRA I

Although still significantly lower than the passing rate for the other end-of-course tests, the passing rate for Algebra I continued an upward trend across all ethnic groups, special population groups, and economic groups. Spring 1999 results show that 45 percent of the students tested passed, up from 38 percent in 1998. Not at-risk students made the greatest gain (10 percentage points). Over the period from 1996 to 1999, all groups showed notable improvement, with gains ranging from 11 percentage points to 20 percentage points.

BIOLOGY

Results of the spring 1999 administration showed that 77 percent of the students tested performed successfully. Compared to the previous year, there was a slight dip in results for most categories of students. However, over the period from 1995 to 1999, all groups have exhibited gains, with the greatest gains achieved by Hispanic students (9 percentage points). African American and economically disadvantaged students followed closely behind, each group registering a gain of 8 percentage points.

ENGLISH II

Because spring 1998 was a benchmark year for the English II test, no data are available for comparison with 1999. Results of the spring 1999 administration show that 74 percent of the students tested performed successfully. The group performance data show that percentages passing ranged from 32 percent (LEP students) to 84 percent (not at-risk students).

U.S. HISTORY

Spring 1998 was also a benchmark year for the U.S. History test; therefore, no data are available for comparison with 1999. In 1999, 71 percent of the students taking the U.S. History test passed. The group performance data show that scores ranged from 28 percent passing (LEP students) to 84 percent passing (white and not at-risk students).

The following charts present the spring 1995–1999 Biology end-of-course test results, the spring 1996–1999 Algebra I end-of-course test results, and the results of the spring 1999 administration for both the English II and U.S. History end-of-course tests.

END-OF-COURSE EXAMINATIONS

Percent Passing

All Students

1995 – 1999

	ALGEBRA I							BIOLOGY						
						Gain/Loss							Gain/Loss	
STUDENT POPULATION	1995	1996	1997	1998	1999	98-99	96-99	1995	1996	1997	1998	1999	98-99	95-99
All Students	*	27	33	38	45	7	18	71	74	75	78	77	-1	6
African American	*	10	14	19	25	6	15	53	56	57	62	61	-1	8
Hispanic	*	13	19	25	32	7	19	55	59	60	64	64	0	9
White	*	38	46	50	58	8	20	85	87	89	90	89	-1	4
LEP	*	8	9	14	19	5	11	27	32	27	35	33	-2	6
Non-LEP	*	28	35	40	47	7	19	74	77	78	81	80	-1	6
At-Risk	*	7	10	14	22	8	15	55	56	57	59	59	0	4
Not At-Risk	*	39	47	49	59	10	20	83	85	86	87	87	0	4
Economically Disadvantaged	*	13	19	24	31	7	18	54	57	58	63	62	-1	8
Not Economically Disadvantaged	*	33	41	45	53	8	20	78	81	83	85	84	-1	6

	ENGLISH II		U.S. HISTORY	
STUDENT POPULATION	1998	1999	1998	1999
All Students	*	74	*	71
African American	*	60	*	56
Hispanic	*	63	*	56
White	*	83	*	84
LEP	*	32	*	28
Non-LEP	*	76	*	74
At-Risk	*	55	*	49
Not At-Risk	*	84	*	84
Economically Disadvantaged	*	61	*	53
Not Economically Disadvantaged	*	79	*	79

* *Benchmark year*

SECTION II
ASSESSMENT PROGRAM OVERVIEW

BACKGROUND

The Texas Assessment of Academic Skills (TAAS) testing program, implemented in the 1990–1991 school year, measures academic skills in writing, reading, mathematics, and, at Grade 8, science and social studies. This testing program emphasizes the assessment of students' higher-order thinking and problem-solving skills. Its predecessors, the Texas Assessment of Basic Skills (TABS) program, begun in 1980, followed by the Texas Educational Assessment of Minimum Skills (TEAMS) program in 1985, measured minimum basic competencies in writing, reading, and mathematics. TAAS extends and expands the previous statewide testing programs to address the academic requirements of the 1990s and beyond.

TAAS, like its predecessors, is a criterion-referenced program that links test items to specific learning objectives. The TAAS objectives are drawn from the curriculum. In 1997, the State Board of Education approved a new state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). Beginning with the 1998–1999 school year, the TAAS tests were aligned with the TEKS. In 1998–1999, test items were matched to the TEKS, and TAAS assessed only areas common to the TEKS and the previous state-required essential elements. Update booklets for each subject area and grade level were provided to the districts explaining this change.

In spring 1999, students at Grades 3 through 8 and at exit level were assessed in reading and mathematics; students at Grades 4, 8, and at exit level were assessed in writing; and students at Grade 8 were assessed in science and social studies. In addition, Spanish versions of the Grades 3 through 6 reading and mathematics tests and the Grade 4 writing test were administered. End-of-course tests were administered in Algebra I, Biology, English II, and U.S. History.

The TAAS reading, mathematics, science, and social studies tests, as well as the Algebra I, Biology, and U.S. History end-of-course tests, consist entirely of machine-scorable items. The TAAS writing test consists of two parts: a machine-scorable section and a section requiring students to write a composition. On the English II end-of-course test, students respond to machine-scorable items, write short answers to two open-ended items, and write a composition.

Students who have not received a special education exemption are required to pass all subject area tests of the exit level TAAS, in addition to having successfully completed all other graduation requirements, in order to receive a Texas high school diploma. Beginning with the 1998–1999 school year, students may meet this diploma requirement by either passing the exit level TAAS or passing three end-of-course tests: Algebra I, English II, and either U.S. History or Biology. A student's performance on the spring 1998 benchmark administration of the English II and U.S. History tests can be used to meet the requirement.

The first time students can take the exit level TAAS test is in the spring of their sophomore year. Section 39.023(b) of the Texas Education Code states: "Each student who did not perform satisfactorily on any secondary exit-level assessment instrument when initially tested shall be given multiple opportunities to retake that assessment instrument." Students who begin testing as sophomores have up to eight opportunities to take the exit level TAAS before the end of their senior year. In addition, an individual who has fulfilled all graduation requirements except for meeting minimum expectations on the exit level TAAS may retake the section(s) not passed each time the test is administered.

TEST DEVELOPMENT

Every possible precaution is taken to ensure that all TAAS and end-of-course test passages and items are clearly written, developmentally appropriate, and of unobjectionable content. Texas educators—classroom teachers, curriculum specialists, administrators, and education service center staff—play a vital role in all phases of the test development process. Since the implementation of the statewide assessment program, more than 7,000 Texas educators have served on one or more of the educator committees involved in the ongoing development of the TAAS and end-of-course tests. These committees represent the state geographically, ethnically, by gender, and by type and size of school district.

No item is field-tested until it has been reviewed by an educator committee. Committee members, along with TEA personnel, make sure that all test questions adhere to the specifications, are clearly worded, contain no bias or inappropriateness of any kind, and appeal to the interests of students. If committee members have concerns about an item but cannot edit the item to their satisfaction, they recommend that the item be deleted; in that case the item is never field-tested and, therefore, never used on an actual TAAS or end-of-course test. After the approved items have been field-tested on a large, ethnically diverse sample of students, another educator committee reviews these items again, along with the statistics that show how the student sample performed on the items. Again, if the committee members believe that a field-tested item is unfair or inappropriate in any way, that item is deleted and never appears on an actual TAAS or end-of-course test.

PERFORMANCE STANDARDS

In July 1990, the State Board of Education adopted a minimum expectations level (passing standard) equivalent to approximately 70 percent of the items correct on each subject-area test, with a one-year phase-in to that standard. The board also required that students score at least a 2 on the written composition (with 1 being the lowest and 4 being the highest score) in order to meet minimum expectations on the writing test. An explanation of the measurement of TAAS writing skills can be found in the *Texas Student Assessment Program Technical Digest*.

A scale score of 1500 for each subject area test was established to correspond to the minimum expectations level. The 1991–1992 TAAS results were the first to be reported in terms of this standard. The spring 1994 results were the first to reflect the shift from the 1500 scale-score standard in reading and mathematics to the Texas Learning Index (TLI), which is a scale that has been developed to gauge student progress within a subject area across grades. Two additional scores, the Texas Percentile Rank (Texas PR) and the Normal Curve Equivalent (NCE), were first provided to districts in 1994. Further information on the TLI, the Texas PR, and the NCE can be found in Appendix B as well as in the *Texas Student Assessment Program Technical Digest*.

There are two levels of achievement beyond meeting minimum expectations: "Mastered All Objectives" and "Academic Recognition." In order to master a TAAS objective, a student must have answered correctly a specified number of test items. For the writing test, a student must also have scored a 3 or 4 on the written composition. The TAAS performance standards for the 1998–1999 academic year can be found in the *Texas Student Assessment Program Technical Digest*.

Academic Recognition is used to identify a high level of achievement on a TAAS test and is awarded to students who answer correctly at least 95% of the items on a particular subject-area test. To achieve Academic Recognition on the TAAS writing test, a student must answer correctly at least 95% of the multiple-choice items and receive a score of 4 on the written composition. Exit level students are eligible for Academic Recognition only if they are testing for the first time in a subject area. Academic Recognition information is reported only for the individual student and, therefore, does not appear on statewide summary reports. However, the percentage of students at each grade level and in each subject area who earned Academic Recognition in spring 1999 is provided in Section III of this document.

BENCHMARKING

A benchmark test is an assessment administered statewide prior to the establishment of a passing standard. A benchmark administration allows educators the opportunity to gather objective-level data, which are useful in instructional planning. Student performance data generated from the benchmark administration are reviewed by the State Board of Education as it sets the passing standard.

TEST SECURITY

The TAAS and the end-of-course examinations are secure testing programs as established by Chapter 39 of the Texas Education Code. Each person with access to test materials has the responsibility to maintain and preserve the security and confidential integrity of the tests in order to ensure a fair and standardized test administration. Test security involves the ability to account for all secure materials before, during, and after test administration. Confidential integrity involves ensuring that secure examination materials are not duplicated and that the contents of any portion of a secure test are not disclosed. Any irregularities in test security or confidential integrity may result in the invalidation of student results.

REPORTS INCLUDED IN THIS BOOK

Section III presents TAAS results categorized by grade level. Each grade-level section contains:

- An overview of student performance, highlighting information found in the **Summary Reports**;
- statewide **Summary Reports** (Test Performance and Group Performance) for all students;
- a statewide **Demographic Performance Summary Report**;
- a statewide **Written Composition Analytic Information Summary Report** (Grades 4, 8, and exit level).

Each statewide **TAAS Summary Report** is divided into two sections: Test Performance and Group Performance. The Test Performance section presents objective-level mastery data, the number and percent of students meeting minimum expectations and mastering all objectives in each subject area, and average TLI scores in reading and mathematics. For writing, the average scale score is included, as well as the number and percent of students receiving each written-composition score. The Group Performance section displays performance results by various demographic and program participation categories.

The statewide **TAAS Demographic Performance Summary** provides detailed results by objective within each subject area for each demographic and program participation category.

The statewide **Written Composition Analytic Information Summary Report** is provided for those levels at which writing is assessed: Grade 4, Grade 8, and exit level. Written compositions not meeting minimum expectations (i.e., compositions receiving either a rating of 0, indicating that the response was nonscorable, or a score of 1) were read by a separate team of readers in an additional scoring process called "analytic scoring." Analytic scoring provides detailed information to students, campuses, and districts as to why a response was unsuccessful. In the analytic scoring process, categories that identify specific types of deficiencies and weaknesses are assigned to each response. This summary report lists those categories and indicates the number of student responses that have been assigned each analytic categorization.

The statewide **End-of-Course Examination Summary Reports** can be found in Section IV. Like the TAAS Summary Reports, these reports are divided into two sections: Test Performance and Group Performance. The Test Performance section presents the number and percent of students passing the test, the average scale score, objective-level mastery data, and the number and percent of students mastering all objectives. The Group Performance section displays performance results by various demographic and program participation categories.

The statewide **End-of-Course Examination Demographic Performance Summary** provides detailed performance results by objective for each demographic and program participation category.

Regional Performance Summaries, found in Section V, present performance data by regions of the state for each grade level and subject area on TAAS and for each end-of-course examination.

SECTION III

TAAS RESULTS BY GRADE LEVEL

Spring 1999 Administration

EXIT LEVEL TAAS RESULTS

Spring 1999 Administration

Of the 233,657 students who tested, 75 percent met minimum expectations on all tests taken, and 21 percent mastered all objectives. The standard for meeting minimum expectations at exit level is represented by a scale score of 1500 in writing and a TLI score of X-70 in reading and mathematics.

The table below shows results of the spring 1999 exit level TAAS by subject area.

Grade 10 Student Performance by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale/ TLI Score
Reading	226,830	88	61	X-84.1
Mathematics	228,260	81	31	X-78.5
Writing	226,538	90	46	1723

The following table shows the percentage of Grade 10 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test. On the writing test students must answer correctly at least 95 percent of the multiple-choice items and receive a score of 4 on the written composition.

Grade 10 Academic Recognition by Subject Area	
Reading	24.2%
Mathematics	22.5%
Writing	6.8%

Exit Level
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Word Meaning	89
2: Supporting Ideas	95
3: Summarization	84
4: Relationships and Outcomes	85
5: Inferences and Generalizations	77
6: Point of View, Propaganda, and Fact and Opinion	81
Mathematics Objectives	
Domain: Concepts	
1: Number Concepts	84
2: Algebraic/Mathematical Relations and Functions	80
3: Geometric Properties and Relationships	75
4: Measurement Concepts	56
5: Probability and Statistics	86
Domain: Operations	
6: Use of Addition to Solve Problems	90
7: Use of Subtraction to Solve Problems	84
8: Use of Multiplication to Solve Problems	70
9: Use of Division to Solve Problems	78
Domain: Problem Solving	
10: Problem Solving Using Estimation	83
11: Problem Solving Using Solution Strategies	80
12: Problem Solving Using Mathematical Representation	73
13: Evaluation of the Reasonableness of a Solution	87

Objective	Percent Mastered
Writing Objectives	
Composition *(The written composition measures Objectives 1 through 4, which are reported as a unit.)*	
1: Respond Appropriately to the Purpose/Audience Specified in a Given Situation	64*
2: Organize Ideas	
3: Demonstrate Control of the English Language	
4: Generate a Composition That Develops/Supports/Elaborates the Central Idea Stated in a Given Topic	
Multiple Choice	
5: Sentence Construction	82
6: English Usage	89
7: Use of Spelling, Capitalization, and Punctuation	67

* This number, after rounding, represents the percentage of students whose compositions received a score of either 3 or 4.

ADDITIONAL INFORMATION ON TAAS WRITING PERFORMANCE

The written composition portion of the test assesses writing Objectives 1 through 4. Responses are scored on a scale of 1(low) to 4 (high). Statewide performance on the composition is as follows:

Score	Number of Students Achieving Score	Percent of Students Achieving Score
1	8,891	4
2	72,331	32
3	119,287	53
4	25,267	11

A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Technical Digest* as well as in the *Exit Level Scoring Guide for Persuasive Writing*, which was distributed to districts in August 1999.

For more details on student performance at the exit level, please refer to the Summary Reports that follow. (Note that the reports are separated by grade level: Grade 10, Grade 11, and Grade 12.)

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		202919	89
2. Supporting Ideas		214747	95
3. Summarization		190494	84
4. Relationships and Outcomes		193617	85
5. Inferences and Generalizations		174730	77
6. Point of View, Propaganda, and Fact and Opinion		183634	81
Number Tested: 226830	Met Minimum Expectations	200481	88
Texas Learning Index (TLI): X-84.1	Mastered All Objectives	138458	61
MATHEMATICS			
Concepts			
1. Number Concepts		191424	84
2. Algebraic/Mathematical Relations and Functions		181523	80
3. Geometric Properties and Relationships		172281	75
4. Measurement Concepts		127507	56
5. Probability and Statistics		196320	86
Operations			
6. Use of Addition to Solve Problems		204724	90
7. Use of Subtraction to Solve Problems		192488	84
8. Use of Multiplication to Solve Problems		159447	70
9. Use of Division to Solve Problems		178449	78
Problem Solving			
10. Problem Solving Using Estimation		189112	83
11. Problem Solving Using Solution Strategies		182708	80
12. Problem Solving Using Mathematical Representation		166408	73
13. Evaluation of the Reasonableness of a Solution		198320	87
Number Tested: 228260	Met Minimum Expectations	184707	81
Texas Learning Index (TLI): X-78.5	Mastered All Objectives	71469	31
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		144554	64

Rating:	0	1	2	3	4
Number:	762	8891	72331	119287	25267
Percent:	0	4	32	53	11

5. Sentence Construction		185396	82
6. English Usage		201658	89
7. Use of Spelling, Capitalization, and Punctuation		152140	67
Number Tested: 226538	Met Minimum Expectations	204324	90
Average Scale Score: 1723	Mastered All Objectives	105118	46

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	261326	100
Students Absent From All Tests	6718	3
Students Exempt From All Tests: ARD	15318	6
Other Students Not Tested	5633	2
Number of Students Tested	233657	89

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	176217	75
Did Not Meet Minimum Expectations On:		
One Test Only	32655	14
Two Tests Only	14894	6
All Three Tests	9891	4

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students	75	226830	88	X-84.1	68	228260	81	X-78.5	73	226538	90	1723
Male	75	111706	87	X-83.7	67	112406	82	X-78.8	74	111532	88	1696
Female	76	115060	89	X-84.5	69	115786	80	X-78.3	72	114947	93	1750
No Information Provided	49	64	67	X-74.5	40	68	53	X-70.1	51	59	73	1580
Native American	72	737	89	X-84.0	67	731	77	X-77.2	69	727	90	1718
Asian	83	7342	89	X-85.1	73	7353	91	X-83.6	86	7332	91	1787
African American	60	28536	83	X-80.4	55	29039	66	X-73.1	57	28513	86	1660
Hispanic	64	74848	80	X-79.7	54	75603	73	X-75.5	64	74768	84	1661
White	86	114761	95	X-87.8	79	114892	89	X-81.7	80	114592	95	1776
No Information Provided	43	606	69	X-74.4	43	642	50	X-67.2	43	606	66	1575
Economically Disadvantaged: Yes	62	70137	79	X-79.2	53	70706	71	X-74.9	62	69927	83	1652
No	82	155588	93	X-86.3	74	156388	85	X-80.3	77	155489	93	1756
No Information Provided	49	1105	74	X-76.8	49	1166	57	X-69.9	50	1122	72	1603
Title I, Part A: Participants	69	51692	83	X-81.2	59	51980	77	X-76.8	68	51583	87	1686
Nonparticipants	78	173989	90	X-85.0	71	175066	82	X-79.1	74	173791	91	1735
No Information Provided	49	1149	73	X-76.6	48	1214	57	X-70.0	51	1164	73	1605
Migrant: Yes	56	4009	72	X-76.0	44	4039	69	X-74.1	60	4000	77	1612
No	76	221845	89	X-84.3	69	223180	81	X-78.7	73	221548	91	1726
No Information Provided	46	976	71	X-75.6	46	1041	54	X-68.9	47	990	69	1591
Limited English Proficient: Yes	31	13536	46	X-65.9	23	13631	53	X-68.7	46	13538	54	1507
No	78	212345	91	X-85.3	71	213619	83	X-79.2	74	212037	93	1738
No Information Provided	47	949	71	X-75.8	46	1010	54	X-68.9	48	963	70	1593
Bilingual: Participants	32	56	45	X-63.3	21	55	45	X-64.8	36	61	49	1467
Nonparticipants	76	225786	88	X-84.1	68	227147	81	X-78.6	73	225473	90	1724
No Information Provided	47	988	72	X-75.7	46	1058	54	X-69.1	48	1004	70	1592
ESL: Participants	26	10545	41	X-63.9	20	10609	51	X-68.0	44	10559	49	1485
Nonparticipants	78	215296	91	X-85.1	70	216597	83	X-79.1	74	214977	92	1735
No Information Provided	46	989	71	X-75.5	46	1054	54	X-68.9	48	1002	69	1590
Gifted/Talented: Participants	97	28826	99	X-91.9	90	28827	98	X-86.7	92	28786	99	1906
Nonparticipants	72	197029	87	X-83.0	64	198392	79	X-77.4	69	196765	89	1697
No Information Provided	47	975	72	X-75.8	46	1041	55	X-69.1	48	987	70	1593
At-Risk: Yes	56	84393	78	X-78.4	49	85359	65	X-72.5	55	84182	82	1626
No	87	141507	94	X-87.5	78	141905	91	X-82.2	82	141408	95	1782
No Information Provided	47	930	73	X-76.1	47	996	55	X-69.2	48	948	71	1596
Career/Technology Educ.: Participants	75	111561	88	X-83.8	67	112058	80	X-78.1	71	111403	90	1711
Nonparticipants	76	114107	89	X-84.4	70	114978	82	X-79.0	74	113970	90	1736
No Information Provided	47	1162	72	X-75.8	46	1224	55	X-69.4	49	1165	71	1593
Oral Administration: Math	32	469	56	X-68.9	28	574	42	X-64.8	36	458	54	1516

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			READING												WRITING							
						READING COMPREHENSION (Percent of Students Demonstrating Objective Mastery)												WRITTEN COMMUNICATION (Percent of Students Demonstrating Objective Mastery)						
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students		233657	75	21	226830	89	95	84	85	77	81	88	61	X-84.1	59.9	68	226538	64	82	89	67	90	46	1723
Male		115497	75	20	111706	88	95	82	85	76	80	87	60	X-83.7	59.4	67	111532	58	78	89	62	88	40	1696
Female		118086	76	21	115060	91	95	86	86	78	81	89	62	X-84.5	60.4	69	114947	69	86	89	73	93	53	1750
No Information Provided		74	49	3	64	84	89	63	67	50	58	67	30	X-74.5	44.7	40	59	25	69	83	58	73	22	1580
Native American		756	72	18	737	88	95	83	84	77	81	89	58	X-84.0	59.2	67	727	64	80	88	65	90	44	1718
Asian		7434	83	37	7342	90	94	88	88	79	81	89	65	X-85.1	62.8	73	7332	71	86	82	78	91	58	1787
African American		29855	60	9	28536	84	93	78	78	66	72	83	45	X-80.4	52.7	55	28513	54	75	80	60	86	34	1660
Hispanic		77657	64	12	74848	83	93	76	79	65	69	80	46	X-79.7	52.3	54	74768	55	74	82	58	84	35	1661
White		117266	86	29	114761	95	96	90	91	88	91	95	75	X-87.8	66.6	79	114592	72	88	96	75	95	56	1776
No Information Provided		689	43	7	606	77	87	67	70	57	57	69	36	X-74.4	46.4	43	606	34	61	73	45	66	19	1575
Economically Disadvantaged:	Free Meals	57029	60	10	54783	80	92	73	77	61	67	77	42	X-78.4	50.3	51	54622	51	71	79	55	82	32	1642
	Reduced Meals	11890	73	16	11558	88	95	83	84	74	78	87	55	X-83.0	57.1	63	11533	61	81	88	65	90	42	1699
	Other	3909	62	11	3796	81	93	74	77	62	67	78	42	X-78.8	50.9	52	3772	53	73	80	55	83	33	1646
	No	159588	82	25	155588	93	96	88	89	83	87	93	69	X-86.3	63.8	74	155489	69	86	93	72	93	52	1756
	No Information Provided	1241	49	9	1105	80	89	70	73	60	63	74	41	X-76.8	49.4	49	1122	41	65	77	50	72	25	1603
Title I, Part A:	Schoolwide Program Participants	51937	69	15	50378	85	94	79	81	68	73	83	51	X-81.3	54.9	59	50268	59	77	84	62	87	39	1687
	Targeted Assistance Participants	1298	60	11	1255	85	93	74	77	64	71	79	45	X-79.3	51.4	53	1257	52	71	84	57	85	32	1646
	Nonparticipants (Previous Participants)	726	60	7	688	81	92	73	77	67	72	80	43	X-79.1	50.5	51	696	50	70	83	50	83	27	1628
	Homeless Participants at Non-Title I Schools	60	65	10	59	90	93	78	78	76	81	88	53	X-83.3	57.6	64	58	62	76	88	60	90	36	1671
	Nonparticipants (Not Previous Participants)	178354	78	23	173301	91	95	86	87	80	83	90	64	X-85.0	61.5	71	173095	66	83	91	69	91	49	1736
	No Information Provided	1282	49	9	1149	79	90	71	72	59	62	73	40	X-76.6	48.8	48	1164	41	65	76	50	73	24	1605
Migrant:	Yes	4167	56	9	4009	76	91	69	74	54	60	72	35	X-76.0	46.8	44	4000	47	66	74	48	77	27	1612
	No	228383	76	21	221845	90	95	84	86	78	81	89	62	X-84.3	60.2	69	221548	64	82	89	68	91	47	1726
	No Information Provided	1107	46	8	976	79	88	68	71	58	60	71	38	X-75.6	47.8	46	990	38	63	75	47	69	22	1591
Limited English Proficient:	Yes	14088	31	2	13536	61	82	47	56	29	37	46	15	X-65.9	34.4	23	13538	27	44	50	29	54	10	1507
	No	218492	78	22	212345	91	96	86	87	80	84	91	64	X-85.3	61.6	71	212037	66	84	92	70	93	49	1738
	No Information Provided	1077	47	8	949	79	87	68	71	58	61	71	39	X-75.8	48.1	46	963	38	63	75	48	70	23	1593
Bilingual/ESL Program:	Bilingual	62	32	0	56	61	66	43	46	32	30	45	16	X-63.3	32.9	21	61	23	52	59	31	49	11	1467
	ESL	10964	26	2	10545	58	79	43	53	25	34	41	12	X-63.9	32.1	20	10559	23	40	45	25	49	7	1485
	Neither	221490	78	22	215228	91	95	86	87	80	83	91	64	X-85.1	61.3	70	214903	66	84	91	69	92	48	1736
	No Information Provided	1105	47	8	970	79	88	68	71	58	61	72	39	X-75.8	48.1	46	986	39	63	75	48	70	23	1593
Gifted/Talented Program:	Participants	29017	97	55	28826	99	98	98	97	96	97	99	90	X-91.9	76.5	90	28786	87	98	99	92	99	80	1906
	Nonparticipants	203532	72	16	197029	88	94	82	84	74	79	87	57	X-83.0	57.6	64	196765	60	80	88	64	89	42	1697
	No Information Provided	1108	47	8	975	79	87	68	71	58	61	72	39	X-75.8	48.1	46	987	38	63	75	48	70	22	1593
At-Risk:	Yes	88549	56	6	84393	81	92	72	75	61	67	78	40	X-78.4	49.6	49	84182	48	69	80	50	82	26	1626
	No	144049	87	30	141507	94	96	91	91	86	89	94	74	X-87.5	66.1	78	141408	73	90	94	77	95	59	1782
	No Information Provided	1059	47	8	930	79	88	70	72	58	62	73	40	X-76.1	48.5	47	948	39	64	76	48	71	23	1596
Career/Technology Education:	Elective	69230	74	18	67077	89	95	83	84	76	80	88	59	X-83.5	58.6	66	66977	61	81	88	66	90	43	1706
	Coherent Sequence	31959	75	19	31034	89	95	84	85	77	81	89	60	X-83.9	59.2	67	31013	63	81	89	66	91	45	1714
	Tech Prep	13723	79	22	13450	91	96	86	87	80	83	91	64	X-85.1	61.3	70	13413	66	84	91	70	92	49	1734
	No	117441	76	23	114107	90	95	85	86	78	82	89	63	X-84.4	60.8	70	113970	66	83	89	68	90	49	1736
	No Information Provided	1304	47	8	1162	78	88	68	72	57	61	72	39	X-75.8	47.8	46	1165	39	64	76	49	71	23	1593

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN			MATHEMATICS																			
					CONCEPTS					OPERATIONS				PROBLEM SOLVING									
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
					Percent of Students Demonstrating Objective Mastery																	
All Students	233657	75	21	228260	84	80	75	56	86	90	84	70	78	83	80	73	87	81	31	X-78.5	62.7	73
Male	115497	75	20	112406	84	80	78	59	85	88	84	70	78	85	81	73	88	82	33	X-78.8	63.3	74
Female	118086	76	21	115786	84	79	73	53	87	91	85	70	78	81	79	73	86	80	29	X-78.3	62.2	72
No Information Provided	74	49	3	68	66	74	56	41	74	76	60	57	51	72	60	51	74	53	15	X-70.1	50.5	51
Native American	756	72	18	731	77	76	74	54	81	89	83	69	79	82	76	65	86	77	27	X-77.2	60.3	69
Asian	7434	83	37	7353	91	89	89	73	92	95	91	83	89	91	91	85	92	91	53	X-83.6	72.8	86
African American	29855	60	9	29039	79	69	58	38	79	84	75	56	66	73	68	58	78	66	16	X-73.1	53.7	57
Hispanic	77657	64	12	75603	80	73	67	47	80	87	80	64	72	77	73	64	82	73	22	X-75.5	57.5	64
White	117266	86	29	114892	87	86	84	65	91	92	89	77	84	89	87	82	92	89	40	X-81.7	67.9	80
No Information Provided	689	43	7	642	66	58	51	36	62	74	62	45	53	65	55	44	69	50	13	X-67.2	46.3	43
Economically Disadvantaged: Free Meals	57029	60	10	55286	79	70	64	44	80	86	78	61	70	75	71	60	79	70	20	X-74.3	55.8	61
Reduced Meals	11890	73	16	11591	83	78	72	51	85	90	84	68	77	81	78	70	86	80	26	X-77.7	60.9	70
Other	3909	62	11	3829	79	70	67	45	77	87	79	64	73	76	72	61	80	72	21	X-74.9	56.7	63
No	159588	82	25	156388	86	83	80	61	89	91	87	73	81	86	84	78	90	85	36	X-80.3	65.6	77
No Information Provided	1241	49	9	1166	70	62	58	39	68	78	67	50	58	69	61	51	74	57	17	X-69.9	50.2	50
Title I, Part A: Schoolwide Program Participants	51937	69	15	50670	83	76	69	50	84	89	82	68	76	80	77	67	84	77	26	X-76.9	59.8	68
Targeted Assistance Participants	1298	60	11	1251	76	70	66	43	78	84	75	58	67	73	70	58	80	67	19	X-73.7	54.9	59
Nonparticipants (Previous Participants)	726	60	7	704	73	68	68	41	78	84	78	56	68	74	66	57	81	68	14	X-73.4	54.0	58
Homeless Participants at Non-Title I Schools	60	65	10	59	83	69	76	41	85	88	81	61	73	78	73	63	85	71	19	X-75.7	58.0	65
Nonparticipants (Not Previous Participants)	178354	78	23	174362	84	81	78	58	87	90	85	71	79	84	81	75	88	82	33	X-79.1	63.8	74
No Information Provided	1282	49	9	1214	70	62	57	38	67	79	67	51	59	69	61	52	73	57	16	X-70.0	50.4	51
Migrant: Yes	4167	56	9	4039	80	68	64	44	79	86	78	63	70	75	70	58	79	69	20	X-74.1	55.5	60
No	228383	76	21	223180	84	80	76	56	86	90	85	70	78	83	80	73	87	81	32	X-78.7	62.9	73
No Information Provided	1107	46	8	1041	69	60	55	36	65	76	65	48	57	67	59	49	71	54	14	X-68.9	48.6	47
Limited English Proficient: Yes	14088	31	2	13631	73	57	56	35	66	79	65	50	60	63	57	43	67	53	12	X-68.7	47.9	46
No	218492	78	22	213619	85	81	77	57	87	90	86	71	79	84	82	75	88	83	33	X-79.2	63.7	74
No Information Provided	1077	47	8	1010	69	60	55	36	65	76	64	49	57	67	59	49	71	54	15	X-68.9	48.7	48
Bilingual/ESL Program: Bilingual	62	32	0	55	55	53	47	27	47	80	58	51	53	58	42	38	58	45	4	X-64.8	42.3	36
ESL	10964	26	2	10609	73	56	55	34	63	78	63	48	58	62	56	40	65	51	11	X-68.0	46.9	44
Neither	221490	78	22	216526	84	81	77	57	87	90	85	71	79	84	81	75	88	83	32	X-79.1	63.6	74
No Information Provided	1105	47	8	1037	69	60	56	37	65	77	65	49	57	67	59	49	72	54	15	X-69.2	49.0	48
Gifted/Talented Program: Participants	29017	97	55	28827	96	95	94	82	97	98	97	90	95	96	96	95	98	98	65	X-86.7	78.9	92
Nonparticipants	203532	72	16	198392	82	77	73	52	85	89	83	67	76	81	78	70	85	79	26	X-77.4	60.5	69
No Information Provided	1108	47	8	1041	69	60	55	37	65	77	65	49	57	66	60	49	72	55	15	X-69.1	48.9	48
At-Risk: Yes	88549	56	6	85359	76	67	62	39	77	84	74	55	65	72	66	55	78	65	13	X-72.5	52.5	55
No	144049	87	30	141905	89	87	84	66	92	93	91	79	86	90	89	84	93	91	42	X-82.2	69.0	82
No Information Provided	1059	47	8	996	69	60	56	37	66	77	65	48	57	67	60	49	72	55	15	X-69.2	49.1	48
Career/Technology Education: Elective	69230	74	18	67416	83	78	73	53	85	89	83	68	77	82	79	71	86	79	28	X-77.8	61.3	70
Coherent Sequence	31959	75	19	31186	83	79	74	55	86	90	84	70	78	83	80	73	87	81	30	X-78.4	62.2	72
Tech Prep	13723	79	22	13456	84	82	77	59	88	91	86	72	80	84	81	75	88	83	33	X-79.4	64.1	75
No	117441	76	23	114978	85	80	77	57	86	90	85	71	79	83	81	74	87	82	34	X-79.0	63.7	74
No Information Provided	1304	47	8	1224	69	61	56	36	67	78	66	50	57	67	60	49	72	55	14	X-69.4	49.2	49

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS

GRADE: 10-EXIT LEVEL

DISTRICT: STATEWIDE

CAMPUS:

REPORT DATE: APRIL 1999

DATE OF TESTING: FEBRUARY 1999

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBER OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	18
Lacked language control	40	2295
Lacked organization/structure	9	2527
Lacked support/elaboration	19	8733
Drifted from specified purpose	2	384
Used wrong purpose	25	193
Drifted from specified topic	0	57
Wrote off topic	62	
No writing attempted	442	
Indecipherable response	45	
Insufficient response to specified task	213	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	762	8891	72331	119287	25267	226538
PERCENT:	0	4	32	53	11	

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS

Page 1 of 2

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1. Word Meaning		8758	61
2. Supporting Ideas		12038	83
3. Summarization		6316	44
4. Relationships and Outcomes		7808	54
5. Inferences and Generalizations		4498	31
6. Point of View, Propaganda, and Fact and Opinion		5220	36
Number Tested: 14466	Met Minimum Expectations	6369	44
Texas Learning Index (TLI): X-66.3	Mastered All Objectives	2146	15
MATHEMATICS			
Concepts			
1. Number Concepts		18979	67
2. Algebraic/Mathematical Relations and Functions		14154	50
3. Geometric Properties and Relationships		13659	48
4. Measurement Concepts		5854	21
5. Probability and Statistics		16355	58
Operations			
6. Use of Addition to Solve Problems		21683	77
7. Use of Subtraction to Solve Problems		16803	59
8. Use of Multiplication to Solve Problems		10321	37
9. Use of Division to Solve Problems		13551	48
Problem Solving			
10. Problem Solving Using Estimation		15509	55
11. Problem Solving Using Solution Strategies		12932	46
12. Problem Solving Using Mathematical Representation		9091	32
13. Evaluation of the Reasonableness of a Solution		17891	63
Number Tested: 28274	Met Minimum Expectations	10795	38
Texas Learning Index (TLI): X-64.9	Mastered All Objectives	796	3
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		2745	17

Rating:	0	1	2	3	4
Number:	234	3323	9546	2617	128
Percent:	1	21	60	17	1

		Number	Percent
5. Sentence Construction		6366	40
6. English Usage		9031	57
7. Use of Spelling, Capitalization, and Punctuation		4345	27
Number Tested: 15848	Met Minimum Expectations	7723	49
Average Scale Score: 1497	Mastered All Objectives	1022	6

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	43871	100
Students Absent From All Tests	1337	3
Students Exempt From All Tests: ARD	1573	4
Other Students Not Tested	4817	11
Number of Students Tested	36144	82

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	13120	36
Did Not Meet Minimum Expectations On:		
One Test Only	15190	42
Two Tests Only	4991	14
All Three Tests	2843	8

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 11-EXIT LEVEL
STATEWIDE

ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students		36	14466	44	X-66.3	24	28274	38	X-64.9	36	15848	49	1497
Male		37	7484	45	X-66.1	24	12600	39	X-64.8	36	9125	47	1488
Female		36	6974	43	X-66.5	24	15660	38	X-65.0	35	6715	52	1509
No Information Provided		40	8	50	X-76.6	54	14	50	X-68.8	44	8	38	1513
Native American		47	46	52	X-70.8	37	76	54	X-68.5	45	55	60	1541
Asian		36	591	37	X-63.0	19	530	45	X-66.6	40	586	46	1472
African American		32	2513	44	X-66.5	23	6262	32	X-63.0	31	2595	49	1497
Hispanic		32	7865	35	X-63.1	18	13622	35	X-64.2	34	8168	41	1470
White		48	3210	64	X-74.1	42	7487	48	X-67.6	42	4198	63	1551
No Information Provided		41	241	63	X-72.6	40	297	48	X-67.8	44	246	55	1515
Economically Disadvantaged:	Yes	31	7404	35	X-63.0	18	12554	34	X-63.6	32	7503	41	1470
	No	41	6660	53	X-69.6	31	15179	42	X-65.9	38	7894	56	1520
	No Information Provided	42	402	60	X-72.3	38	541	45	X-67.2	42	451	58	1524
Title I, Part A:	Participants	33	4362	39	X-64.6	20	7546	36	X-64.2	34	4266	44	1485
	Nonparticipants	38	9773	46	X-66.9	25	20282	39	X-65.2	36	11225	50	1501
	No Information Provided	40	331	60	X-71.5	37	446	45	X-67.3	42	357	54	1516
Migrant:	Yes	29	607	29	X-61.0	15	846	35	X-63.7	33	619	35	1450
	No	36	13521	44	X-66.4	24	26973	38	X-64.9	35	14860	49	1498
	No Information Provided	42	338	62	X-72.1	38	455	45	X-67.3	42	369	56	1520
Limited English Proficient:	Yes	22	4086	25	X-59.0	13	4205	29	X-62.3	30	4196	30	1434
	No	39	10048	51	X-69.1	29	23635	40	X-65.4	36	11300	55	1519
	No Information Provided	42	332	62	X-72.2	38	434	46	X-67.2	42	352	56	1521
Bilingual:	Participants	21	24	33	X-62.6	17	33	27	X-64.0	33	29	28	1425
	Nonparticipants	36	14035	44	X-66.2	24	27722	38	X-64.9	35	15387	49	1497
	No Information Provided	37	407	55	X-69.4	32	519	44	X-66.6	41	432	50	1500
ESL:	Participants	21	3653	24	X-58.3	12	3529	30	X-62.4	30	3821	29	1429
	Nonparticipants	39	10420	51	X-69.0	28	24238	39	X-65.3	36	11613	55	1519
	No Information Provided	39	393	56	X-69.8	33	507	45	X-66.8	41	414	52	1504
Gifted/Talented:	Participants	61	150	77	X-80.7	63	338	58	X-71.8	54	169	83	1691
	Nonparticipants	36	13961	43	X-66.0	23	27460	38	X-64.8	35	15300	48	1494
	No Information Provided	42	355	63	X-72.7	39	476	47	X-67.7	43	379	56	1522
At-Risk:	Yes	34	8971	40	X-64.6	20	18743	35	X-64.1	34	9425	45	1482
	No	41	5169	51	X-68.8	30	9092	43	X-66.5	39	6070	54	1518
	No Information Provided	42	326	63	X-72.7	39	439	46	X-67.3	43	353	58	1521
Career/Technology Educ.:	Participants	36	6430	42	X-65.6	22	13704	37	X-64.6	35	7060	48	1492
	Nonparticipants	36	7627	45	X-66.6	25	14019	39	X-65.2	36	8335	49	1499
	No Information Provided	41	409	60	X-71.6	37	551	45	X-66.9	41	453	56	1517
Oral Administration:	Math	19	112	27	X-60.3	15	246	25	X-60.0	26	110	25	1422

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

Page 1 of 2

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 11-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN			READING												WRITING							
					READING COMPREHENSION (Percent of Students Demonstrating Objective Mastery)												WRITTEN COMMUNICATION (Percent of Students Demonstrating Objective Mastery)						
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students	36144	36	3	14466	61	83	44	54	31	36	44	15	X-66.3	35.0	24	15848	17	40	57	27	49	6	1497
Male	17540	37	3	7484	59	82	42	54	33	37	45	16	X-66.1	35.0	24	9125	15	37	61	25	47	5	1488
Female	18589	36	2	6974	62	84	45	54	29	35	43	14	X-66.5	35.0	24	6715	20	44	51	31	52	8	1509
No Information Provided	15	40	0	8	75	75	63	88	50	63	50	50	X-76.6	52.2	54	8	25	38	100	38	38	25	1513
Native American	103	47	3	46	67	91	57	65	41	46	52	30	X-70.8	42.8	37	55	18	45	73	47	60	7	1541
Asian	961	36	4	591	56	79	44	53	23	27	37	10	X-63.0	31.3	19	586	16	40	36	31	46	5	1472
African American	7254	32	1	2513	58	85	44	51	30	34	44	11	X-66.5	34.4	23	2595	17	39	54	28	49	5	1497
Hispanic	17758	32	2	7865	56	82	37	50	22	27	35	8	X-63.1	30.8	18	8168	14	33	46	21	41	4	1470
White	9682	48	5	3210	74	86	59	65	54	59	64	35	X-74.1	45.7	42	4198	24	54	82	39	63	13	1551
No Information Provided	386	41	6	241	72	87	60	61	50	55	63	32	X-72.6	44.4	40	246	21	50	67	37	55	11	1515
Economically Disadvantaged: Free Meals	13942	30	1	6420	54	81	36	49	21	26	34	7	X-62.7	30.3	18	6467	14	32	44	20	40	3	1468
Reduced Meals	1832	37	2	663	57	81	44	51	27	32	42	10	X-65.3	33.2	21	707	13	37	59	25	48	4	1488
Other	715	34	1	321	61	87	40	55	21	31	40	7	X-65.2	32.6	20	329	17	38	48	22	45	5	1488
No	18936	41	4	6660	66	85	51	58	41	45	53	23	X-69.6	39.3	31	7894	20	47	67	33	56	9	1520
No Information Provided	719	42	5	402	71	88	57	63	47	54	60	31	X-72.3	43.7	38	451	18	53	72	36	58	10	1524
Title I, Part A: Schoolwide Program Participants	9462	33	2	4242	57	84	40	52	26	30	39	10	X-64.7	32.6	20	4145	18	36	47	23	44	5	1485
Targeted Assistance Participants	291	34	1	117	56	80	30	52	21	23	33	5	X-62.8	29.9	17	119	15	33	60	24	44	5	1471
Nonparticipants (Previous Participants)	180	33	1	67	52	85	31	57	19	33	36	3	X-63.8	30.7	18	75	13	24	55	23	43	0	1473
Homeless Participants at Non-Title I Schools	5	40	0	3	---	---	---	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	25624	38	3	9706	62	83	45	54	33	38	46	17	X-66.9	35.9	25	11150	17	42	60	29	50	7	1501
No Information Provided	582	40	6	331	71	87	57	60	47	53	60	29	X-71.5	42.8	37	357	19	50	69	36	54	10	1516
Migrant: Yes	1164	29	1	607	48	82	34	45	19	24	29	5	X-61.0	28.5	15	619	12	28	37	17	35	2	1450
No	34387	36	3	13521	61	83	44	54	31	36	44	15	X-66.4	35.1	24	14860	17	40	57	28	49	7	1498
No Information Provided	593	42	6	338	72	87	58	62	47	55	62	30	X-72.1	43.5	38	369	20	52	71	39	56	11	1520
Limited English Proficient: Yes	6447	22	1	4086	50	77	29	45	12	19	25	3	X-59.0	26.3	13	4196	10	25	29	14	30	1	1434
No	29125	39	3	10048	64	85	49	57	38	42	51	19	X-69.1	38.2	29	11300	20	45	67	32	55	8	1519
No Information Provided	572	42	6	332	72	86	58	62	48	54	62	29	X-72.2	43.6	38	352	20	51	71	38	56	11	1521
Bilingual/ESL Program: Bilingual	43	21	0	24	50	67	29	42	25	21	33	4	X-62.6	29.5	17	29	14	24	31	24	28	0	1425
ESL	5581	21	1	3653	50	76	28	44	11	19	24	3	X-58.3	25.7	12	3821	9	25	28	14	29	1	1429
Neither	29852	39	3	10381	64	86	49	57	38	42	51	19	X-69.0	38.1	29	11568	20	45	66	32	55	8	1519
No Information Provided	618	39	6	377	67	85	54	58	42	49	56	26	X-70.0	40.9	33	399	19	47	65	34	51	10	1502
Gifted/Talented Program: Participants	432	61	14	150	83	93	77	75	66	63	77	51	X-80.7	57.0	63	169	52	77	83	62	83	39	1691
Nonparticipants	35093	36	2	13961	60	83	43	54	30	35	43	14	X-66.0	34.5	23	15300	17	39	56	27	48	6	1494
No Information Provided	619	42	6	355	73	88	59	63	49	57	63	32	X-72.7	44.3	39	379	21	53	70	39	56	12	1522
At-Risk: Yes	23681	34	2	8971	57	82	40	51	26	31	40	10	X-64.6	32.5	20	9425	16	35	53	23	45	4	1482
No	11894	41	4	5169	66	84	50	59	38	43	51	23	X-68.8	38.8	30	6070	20	48	62	33	54	10	1518
No Information Provided	569	42	6	326	72	88	58	64	48	57	63	30	X-72.7	44.0	39	353	20	54	73	37	58	11	1521
Career/Technology Education: Elective	11830	36	2	4446	59	83	42	52	29	34	42	13	X-65.7	34.0	22	4827	17	38	57	25	48	5	1493
Coherent Sequence	3958	36	2	1436	58	83	41	52	30	34	42	10	X-65.4	33.1	21	1599	15	36	59	24	49	4	1489
Tech Prep	1596	37	3	548	59	83	42	51	32	34	44	13	X-65.9	34.1	23	634	17	36	60	27	50	6	1501
No	18040	36	3	7627	62	83	45	55	32	37	45	16	X-66.6	35.6	25	8335	18	42	56	29	49	7	1499
No Information Provided	720	41	5	409	70	87	57	63	46	53	60	29	X-71.6	42.9	37	453	20	51	68	39	56	11	1517

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 11-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN			MATHEMATICS																			
					CONCEPTS					OPERATIONS				PROBLEM SOLVING								
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
					Percent of Students Demonstrating Objective Mastery																	
All Students	36144	36	3	28274	67	50	48	21	58	77	59	37	48	55	46	32	63	38	3	X-64.9	42.2	36
Male	17540	37	3	12600	66	50	52	23	54	73	57	36	47	58	48	31	64	39	4	X-64.8	42.2	36
Female	18589	36	2	15660	68	50	46	19	61	80	62	37	49	52	44	33	62	38	2	X-65.0	42.1	35
No Information Provided	15	40	0	14	71	71	57	21	57	64	64	36	50	71	57	21	79	50	0	X-68.8	46.6	44
Native American	103	47	3	76	70	55	59	37	67	74	70	50	53	70	51	39	68	54	8	X-68.5	47.4	45
Asian	961	36	4	530	70	56	60	29	63	77	65	40	51	56	53	34	63	45	7	X-66.6	44.8	40
African American	7254	32	1	6262	67	46	40	14	57	75	55	32	44	50	41	29	58	32	1	X-63.0	39.7	31
Hispanic	17758	32	2	13622	66	47	47	19	55	78	59	36	48	53	44	29	62	35	2	X-64.2	41.1	34
White	9682	48	5	7487	68	58	57	29	63	77	63	40	51	62	52	40	70	48	6	X-67.6	45.7	42
No Information Provided	386	41	6	297	67	58	55	29	61	76	64	45	56	63	55	42	70	48	9	X-67.8	46.6	44
Economically Disadvantaged: Free Meals	13942	30	1	10581	67	46	44	17	56	77	57	34	46	51	42	27	59	33	1	X-63.4	40.2	32
Reduced Meals	1832	37	2	1431	65	48	48	19	59	77	59	36	49	52	45	33	62	37	2	X-64.6	41.6	35
Other	715	34	1	542	69	48	48	17	54	80	62	36	53	51	44	28	62	38	2	X-64.7	41.8	35
No	18936	41	4	15179	68	53	51	23	59	77	61	38	49	58	48	36	67	42	4	X-65.9	43.4	38
No Information Provided	719	42	5	541	67	57	54	30	59	75	65	44	52	61	53	41	67	45	9	X-67.2	45.8	42
Title I, Part A: Schoolwide Program Participants	9462	33	2	7312	68	47	46	18	56	79	59	36	48	53	43	28	61	36	2	X-64.2	41.2	34
Targeted Assistance Participants	291	34	1	230	62	50	46	18	55	71	51	32	46	51	34	25	59	33	0	X-62.6	39.1	30
Nonparticipants (Previous Participants)	180	33	1	141	70	48	40	22	61	74	57	33	43	49	38	28	61	34	1	X-63.5	40.3	32
Homeless Participants at Non-Title I Schools	5	40	0	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	25624	38	3	20141	67	51	49	21	59	76	59	37	48	55	47	33	64	39	3	X-65.2	42.5	36
No Information Provided	582	40	6	446	68	57	53	29	59	75	66	43	53	62	54	40	68	45	9	X-67.3	45.8	42
Migrant: Yes	1164	29	1	846	67	44	46	17	56	79	58	37	52	54	44	25	58	35	2	X-63.7	40.6	33
No	34387	36	3	26973	67	50	48	21	58	77	59	36	48	55	46	32	63	38	3	X-64.9	42.1	35
No Information Provided	593	42	6	455	68	58	52	29	59	76	66	44	52	61	54	40	66	45	9	X-67.3	45.8	42
Limited English Proficient: Yes	6447	22	1	4205	64	42	46	19	50	75	52	35	46	48	40	22	54	29	1	X-62.3	38.9	30
No	29125	39	3	23635	68	51	49	21	59	77	61	37	48	56	47	34	65	40	3	X-65.4	42.7	36
No Information Provided	572	42	6	434	68	57	52	29	57	75	65	44	53	62	54	41	66	46	9	X-67.2	45.8	42
Bilingual/ESL Program: Bilingual	43	21	0	33	61	36	39	21	52	82	70	55	58	45	39	21	61	27	0	X-64.0	40.6	33
ESL	5581	21	1	3529	65	43	47	20	49	75	52	35	46	49	41	22	54	30	2	X-62.4	39.0	30
Neither	29852	39	3	24184	67	51	48	21	59	77	60	36	48	56	46	34	65	39	3	X-65.3	42.5	36
No Information Provided	618	39	6	484	67	56	51	28	56	74	64	42	53	60	54	39	65	45	10	X-66.8	45.4	41
Gifted/Talented Program: Participants	432	61	14	338	74	63	62	34	74	85	73	52	57	65	64	56	77	58	13	X-71.8	52.0	54
Nonparticipants	35093	36	2	27460	67	50	48	20	58	77	59	36	48	55	45	32	63	38	3	X-64.8	42.0	35
No Information Provided	619	42	6	476	69	58	53	30	58	75	66	45	55	61	56	42	68	47	10	X-67.7	46.5	43
At-Risk: Yes	23681	34	2	18743	66	49	46	18	58	76	58	35	46	53	43	30	61	35	2	X-64.1	41.0	34
No	11894	41	4	9092	68	53	54	26	58	78	62	39	51	58	50	37	67	43	5	X-66.5	44.3	39
No Information Provided	569	42	6	439	69	59	54	28	58	75	65	44	53	61	54	41	67	46	10	X-67.3	46.0	43
Career/Technology Education: Elective	11830	36	2	9331	66	50	46	19	59	77	58	36	47	54	45	31	64	37	2	X-64.6	41.6	35
Coherent Sequence	3958	36	2	3117	66	49	47	20	58	75	58	37	46	55	45	31	62	37	1	X-64.6	41.5	34
Tech Prep	1596	37	3	1256	69	50	46	19	61	77	61	35	45	56	43	30	63	37	2	X-64.6	41.7	35
No	18040	36	3	14019	68	50	50	22	57	77	60	37	49	55	46	33	63	39	3	X-65.2	42.6	36
No Information Provided	720	41	5	551	68	57	54	27	56	75	65	42	52	61	53	40	66	45	8	X-66.9	45.3	41

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS

GRADE: 11-EXIT LEVEL
DISTRICT: STATEWIDE
CAMPUS:

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBER OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	2
Lacked language control	13	1186
Lacked organization/structure	3	993
Lacked support/elaboration	10	3218
Drifted from specified purpose	1	154
Used wrong purpose	6	97
Drifted from specified topic	0	18
Wrote off topic	15	
No writing attempted	129	
Indecipherable response	25	
Insufficient response to specified task	65	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	234	3323	9546	2617	128	15848
PERCENT:	1	21	60	17	1	

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS

Page 1 of 2

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		2730	58
2. Supporting Ideas		3994	85
3. Summarization		1974	42
4. Relationships and Outcomes		2592	55
5. Inferences and Generalizations		1243	26
6. Point of View, Propaganda, and Fact and Opinion		1479	32
Number Tested: 4692	Met Minimum Expectations	1860	40
Texas Learning Index (TLI): X-65.7	Mastered All Objectives	529	11
MATHEMATICS			
Concepts			
1. Number Concepts		7899	73
2. Algebraic/Mathematical Relations and Functions		5727	53
3. Geometric Properties and Relationships		5240	48
4. Measurement Concepts		2350	22
5. Probability and Statistics		6719	62
Operations			
6. Use of Addition to Solve Problems		8982	82
7. Use of Subtraction to Solve Problems		6865	63
8. Use of Multiplication to Solve Problems		4446	41
9. Use of Division to Solve Problems		5666	52
Problem Solving			
10. Problem Solving Using Estimation		6209	57
11. Problem Solving Using Solution Strategies		5294	49
12. Problem Solving Using Mathematical Representation		3826	35
13. Evaluation of the Reasonableness of a Solution		7253	67
Number Tested: 10894	Met Minimum Expectations	4681	43
Texas Learning Index (TLI): X-66.5	Mastered All Objectives	256	2
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		875	18

Rating:	0	1	2	3	4
Number:	48	858	3128	840	35
Percent:	1	17	64	17	1

		Mastering Number	Mastering Percent
5. Sentence Construction		1869	38
6. English Usage		2499	51
7. Use of Spelling, Capitalization, and Punctuation		1285	26
Number Tested: 4909	Met Minimum Expectations	2386	49
Average Scale Score: 1498	Mastered All Objectives	288	6

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	18229	100
Students Absent From All Tests	301	2
Students Exempt From All Tests: ARD	1109	6
Other Students Not Tested	2221	12
Number of Students Tested	14598	80

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	5945	41
Did Not Meet Minimum Expectations On:		
One Test Only	6419	44
Two Tests Only	1553	11
All Three Tests	681	5

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students	41	4692	40	X-65.7	22	10894	43	X-66.5	39	4909	49	1498
Male	41	2222	40	X-65.3	22	4451	43	X-66.3	38	2777	47	1491
Female	41	2467	39	X-66.1	23	6437	43	X-66.7	39	2129	51	1508
No Information Provided	50	3	---	---	---	6	67	X-69.2	43	3	---	---
Native American	53	10	40	X-69.3	27	22	55	X-69.3	44	15	67	1559
Asian	39	239	36	X-63.9	19	176	47	X-67.8	43	223	44	1480
African American	38	831	40	X-66.4	22	2989	39	X-65.6	36	782	47	1492
Hispanic	37	2808	33	X-63.2	18	5296	41	X-66.0	37	2734	41	1472
White	53	697	65	X-74.4	43	2252	52	X-68.8	44	1043	68	1569
No Information Provided	46	107	53	X-72.0	35	159	52	X-68.7	45	112	60	1547
Economically Disadvantaged: Yes	36	2555	33	X-63.4	18	4862	40	X-65.6	36	2353	41	1472
No	45	1981	48	X-68.2	27	5778	45	X-67.2	40	2385	55	1521
No Information Provided	44	156	51	X-71.1	33	254	49	X-68.0	43	171	60	1541
Title I, Part A: Participants	37	1612	34	X-63.8	19	3085	40	X-65.8	37	1431	41	1477
Nonparticipants	42	2928	42	X-66.5	24	7584	44	X-66.8	39	3317	51	1506
No Information Provided	44	152	50	X-71.3	33	225	50	X-68.4	44	161	60	1537
Migrant: Yes	33	250	30	X-62.9	17	344	39	X-66.2	38	225	36	1466
No	41	4283	40	X-65.6	22	10324	43	X-66.5	38	4519	49	1498
No Information Provided	45	159	53	X-71.8	34	226	52	X-68.5	44	165	62	1543
Limited English Proficient: Yes	30	1613	27	X-61.1	15	1587	35	X-64.5	34	1541	36	1453
No	44	2925	46	X-67.9	26	9086	44	X-66.8	39	3214	54	1518
No Information Provided	44	154	51	X-71.3	33	221	49	X-68.1	43	154	62	1546
Bilingual: Participants	19	13	15	X-58.2	14	15	7	X-58.5	22	12	50	1459
Nonparticipants	41	4519	39	X-65.5	22	10646	43	X-66.5	38	4729	48	1497
No Information Provided	45	160	52	X-71.6	33	233	50	X-68.3	44	168	62	1544
ESL: Participants	28	1468	26	X-60.8	15	1307	34	X-64.4	34	1461	35	1454
Nonparticipants	43	3072	46	X-67.8	26	9356	44	X-66.8	39	3286	54	1516
No Information Provided	43	152	52	X-71.9	34	231	48	X-68.2	43	162	62	1547
Gifted/Talented: Participants	55	28	68	X-75.1	44	90	57	X-70.6	50	33	58	1579
Nonparticipants	41	4511	39	X-65.4	22	10578	43	X-66.5	38	4718	48	1496
No Information Provided	45	153	54	X-72.6	36	226	50	X-68.4	44	158	63	1550
At-Risk: Yes	39	3012	36	X-64.2	19	7601	42	X-66.1	37	2904	43	1477
No	44	1533	46	X-68.1	28	3094	46	X-67.4	41	1854	56	1528
No Information Provided	45	147	51	X-71.7	34	199	51	X-68.9	45	151	60	1547
Career/Technology Educ.: Participants	40	2029	36	X-64.5	20	5314	42	X-66.2	38	2115	46	1489
Nonparticipants	41	2484	41	X-66.2	23	5314	44	X-66.7	39	2605	49	1503
No Information Provided	46	179	54	X-72.0	35	266	51	X-69.0	45	189	64	1546
Oral Administration: Math	36	21	43	X-62.4	17	82	41	X-66.4	38	15	33	1459

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN: NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN: PERCENT MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: PERCENT MASTERING ALL OBJECTIVES	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1: WORD MEANING	READING COMPREHENSION 2: SUPPORTING IDEAS	READING COMPREHENSION 3: SUMMARIZATION	READING COMPREHENSION 4: RELATIONSHIPS AND OUTCOMES	READING COMPREHENSION 5: INFERENCES AND GENERALIZATIONS	READING COMPREHENSION 6: POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	READING: PERCENT MEETING MINIMUM EXPECTATIONS	READING: PERCENT MASTERING ALL OBJECTIVES	READING: AVERAGE TEXAS LEARNING INDEX (TLI)	READING: AVERAGE NORMAL CURVE EQUIVALENT (NCE)	READING: TEXAS PERCENTILE RANK (PR)	WRITING: NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1-4: WRITTEN COMPOSITION (3 OR 4 REQUIRED)	WRITTEN COMMUNICATION 5: SENTENCE CONSTRUCTION	WRITTEN COMMUNICATION 6: ENGLISH USAGE	WRITTEN COMMUNICATION 7: USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	WRITING: PERCENT MEETING MINIMUM EXPECTATIONS	WRITING: PERCENT MASTERING ALL OBJECTIVES	WRITING: AVERAGE SCALE SCORE
					Percent of Students Demonstrating Objective Mastery												Percent of Students Demonstrating Objective Mastery						
All Students	14598	41	3	4692	58	85	42	55	26	32	40	11	X-65.7	33.8	22	4909	18	38	51	26	49	6	1498
Male	6607	41	3	2222	58	84	41	54	28	32	40	12	X-65.3	33.5	22	2777	17	34	57	25	47	5	1491
Female	7983	41	2	2467	58	86	43	56	25	31	39	11	X-66.1	34.1	23	2129	19	43	43	28	51	7	1508
No Information Provided	8	50	0	3	---	---	---	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---
Native American	36	53	0	10	70	90	40	50	30	40	40	10	X-69.3	37.3	27	15	27	67	67	40	67	7	1559
Asian	421	39	4	239	52	83	46	58	20	31	36	8	X-63.9	31.8	19	223	16	40	34	35	44	3	1480
African American	3477	38	2	831	54	86	42	55	27	30	40	9	X-66.4	33.9	22	782	17	36	51	24	47	4	1492
Hispanic	7544	37	2	2808	55	84	37	52	19	25	33	5	X-63.2	30.5	18	2734	14	30	39	20	41	3	1472
White	2907	53	6	697	74	88	60	67	54	59	65	37	X-74.4	46.4	43	1043	29	58	84	41	68	15	1569
No Information Provided	213	46	8	107	66	92	50	66	45	49	53	29	X-72.0	42.1	35	112	26	55	64	41	60	15	1547
Economically Disadvantaged: Free Meals	5964	36	2	2306	53	85	36	52	19	24	32	5	X-63.3	30.5	18	2078	14	30	38	19	40	2	1470
Reduced Meals	625	41	2	164	53	82	37	46	29	30	39	10	X-64.9	33.2	21	189	10	33	59	28	46	4	1491
Other	253	40	2	85	67	85	36	54	24	25	41	8	X-65.0	32.4	20	86	22	29	44	22	48	6	1485
No	7417	45	3	1981	63	85	49	59	34	39	48	17	X-68.2	37.3	27	2385	21	45	61	32	55	9	1521
No Information Provided	339	44	5	156	66	90	49	67	40	47	51	25	X-71.1	40.9	33	171	25	51	60	33	60	11	1541
Title I, Part A: Schoolwide Program Participants	4123	37	2	1571	55	85	39	52	21	25	34	7	X-63.8	31.2	19	1380	15	31	38	21	41	3	1476
Targeted Assistance Participants	143	41	2	40	60	83	35	68	15	10	30	3	X-64.6	31.1	19	50	10	30	54	20	44	2	1481
Nonparticipants (Previous Participants)	65	40	0	20	40	95	55	40	15	25	20	0	X-63.3	29.4	16	14	7	29	43	21	21	0	1456
Homeless Participants at Non-Title I Schools	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	9956	42	3	2908	60	85	43	56	29	34	43	13	X-66.5	34.9	24	3303	19	41	56	28	51	7	1506
No Information Provided	310	44	6	152	67	91	51	66	41	47	50	24	X-71.3	40.7	33	161	22	52	60	36	60	11	1537
Migrant: Yes	537	33	3	250	56	86	39	51	16	26	30	5	X-62.9	30.0	17	225	12	28	31	19	36	3	1466
No	13748	41	3	4283	58	85	42	55	26	31	40	11	X-65.6	33.8	22	4519	18	38	51	26	49	6	1498
No Information Provided	313	45	6	159	67	89	51	65	43	51	53	25	X-71.8	41.4	34	165	26	54	63	37	62	12	1543
Limited English Proficient: Yes	2962	30	1	1613	53	83	33	50	14	21	27	3	X-61.1	28.2	15	1541	11	26	28	16	36	1	1453
No	11333	44	3	2925	61	86	47	58	33	37	46	15	X-67.9	36.6	26	3214	20	45	62	31	54	8	1518
No Information Provided	303	44	7	154	65	91	51	64	42	50	51	24	X-71.3	40.7	33	154	27	53	62	36	62	13	1546
Bilingual/ESL Program: Bilingual	21	19	0	13	54	85	15	46	8	31	15	8	X-58.2	26.8	14	12	25	17	33	33	50	8	1459
ESL	2594	28	1	1468	52	82	32	50	13	20	26	3	X-60.8	27.8	15	1461	11	27	27	16	35	1	1454
Neither	11662	43	3	3056	61	86	46	57	32	36	46	15	X-67.8	36.4	26	3273	20	42	61	30	54	8	1516
No Information Provided	299	44	7	150	66	92	51	65	43	51	52	26	X-71.8	41.3	34	159	26	54	64	35	62	13	1546
Gifted/Talented Program: Participants	117	55	9	28	79	82	61	79	54	61	68	32	X-75.1	46.8	44	33	36	48	61	39	58	24	1579
Nonparticipants	14176	41	2	4511	58	85	42	55	26	31	39	11	X-65.4	33.5	22	4718	17	37	50	26	48	5	1496
No Information Provided	305	45	7	153	68	92	52	67	45	53	54	28	X-72.6	42.7	36	158	28	55	64	36	63	13	1550
At-Risk: Yes	9934	39	2	3012	55	85	38	52	22	27	36	7	X-64.2	31.5	19	2904	14	31	46	22	43	3	1477
No	4389	44	4	1533	63	85	49	60	34	38	46	19	X-68.1	37.6	28	1854	23	48	58	32	56	10	1528
No Information Provided	275	45	7	147	65	91	50	65	41	50	51	25	X-71.7	41.1	34	151	26	54	62	35	60	12	1547
Career/Technology Education: Elective	4799	40	2	1462	55	85	39	53	23	28	36	8	X-64.7	32.3	20	1466	16	35	50	24	46	4	1491
Coherent Sequence	1520	41	2	400	54	84	37	48	26	28	36	10	X-63.3	31.4	19	453	15	31	56	23	46	4	1480
Tech Prep	621	43	2	167	62	84	39	57	23	31	40	6	X-65.5	33.2	21	196	17	34	54	24	49	4	1496
No	7287	41	3	2484	60	85	44	57	28	33	41	13	X-66.2	34.6	23	2605	19	40	50	27	49	7	1503
No Information Provided	371	46	8	179	66	92	53	65	42	49	54	26	X-72.0	41.8	35	189	25	55	60	39	64	12	1546

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			MATHEMATICS																			
						CONCEPTS					OPERATIONS				PROBLEM SOLVING									
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																		
All Students		14598	41	3	10894	73	53	48	22	62	82	63	41	52	57	49	35	67	43	2	X-66.5	43.9	39
Male		6607	41	3	4451	71	51	53	24	55	78	60	40	51	60	51	33	68	43	3	X-66.3	43.6	38
Female		7983	41	2	6437	74	54	45	20	66	85	65	41	53	55	47	37	65	43	2	X-66.7	44.0	39
No Information Provided		8	50	0	6	67	50	83	33	67	83	67	50	67	50	50	0	83	67	0	X-69.2	46.4	43
Native American		36	53	0	22	86	55	73	23	68	91	82	55	55	59	59	27	59	55	0	X-69.3	46.6	44
Asian		421	39	4	176	73	57	55	26	63	79	63	42	58	62	59	36	66	47	9	X-67.8	46.4	43
African American		3477	38	2	2989	75	50	41	16	64	83	61	38	49	54	45	34	64	39	1	X-65.6	42.6	36
Hispanic		7544	37	2	5296	71	51	48	21	60	83	63	41	52	55	47	32	64	41	1	X-66.0	43.1	37
White		2907	53	6	2252	73	59	57	30	63	81	65	45	54	65	55	43	75	52	6	X-68.8	47.0	44
No Information Provided		213	46	8	159	69	50	58	26	61	84	73	45	60	63	53	42	74	52	9	X-68.7	47.4	45
Economically Disadvantaged:	Free Meals	5964	36	2	4197	72	50	46	19	61	83	62	40	51	54	46	31	62	39	1	X-65.4	42.4	36
	Reduced Meals	625	41	2	480	74	50	47	21	65	81	64	39	49	57	49	35	67	44	2	X-66.7	44.0	39
	Other	253	40	2	185	77	60	49	26	58	82	68	43	58	60	54	31	64	44	3	X-67.9	45.5	42
	No	7417	45	3	5778	72	55	49	23	62	82	64	41	53	59	50	38	70	45	3	X-67.2	44.8	40
	No Information Provided	339	44	5	254	70	55	53	24	60	81	69	48	57	61	52	40	70	49	6	X-68.0	46.1	43
Title I, Part A:	Schoolwide Program Participants	4123	37	2	2976	72	52	45	20	61	83	63	41	52	55	46	31	64	40	2	X-65.8	43.0	37
	Targeted Assistance Participants	143	41	2	108	78	56	49	27	59	79	59	41	50	60	51	28	58	43	2	X-66.1	43.3	38
	Nonparticipants (Previous Participants)	65	40	0	[illegible]	74	57	53	17	66	77	51	36	57	64	49	32	58	47	0	X-66.3	43.1	37
	Homeless Participants at Non-Title I Schools	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	9956	42	3	7531	73	53	49	22	62	82	63	41	52	57	49	37	68	44	3	X-66.8	44.2	39
	No Information Provided	310	44	6	225	69	52	52	25	59	83	72	49	59	61	53	42	68	50	7	X-68.4	46.6	44
Migrant:	Yes	537	33	3	344	71	49	54	21	60	85	62	44	53	59	47	32	62	39	3	X-66.2	43.4	38
	No	13748	41	3	10324	73	53	48	21	62	82	63	41	52	57	49	35	67	43	2	X-66.5	43.8	38
	No Information Provided	313	45	6	226	71	52	52	26	63	84	70	50	56	61	54	42	67	52	7	X-68.5	46.9	44
Limited English Proficient:	Yes	2962	30	1	1587	72	47	49	20	56	81	58	40	51	51	44	26	58	35	1	X-64.5	41.4	34
	No	11333	44	3	9086	73	54	48	[illegible]	63	83	64	41	52	58	49	37	68	44	2	X-66.8	44.3	39
	No Information Provided	303	44	7	221	70	52	52	25	62	85	69	48	56	60	52	40	66	49	7	X-68.1	46.4	43
Bilingual/ESL Program:	Bilingual	21	19	0	15	60	33	20	7	47	73	40	13	13	33	27	27	60	7	0	X-58.5	33.7	22
	ESL	2594	28	1	1307	73	46	49	21	55	80	56	42	51	50	44	25	57	34	1	X-64.4	41.2	34
	Neither	11662	43	3	9333	73	53	48	22	63	83	64	41	52	58	49	36	68	44	2	X-66.8	44.2	39
	No Information Provided	299	44	7	218	70	52	53	24	61	85	71	47	56	61	51	41	67	49	7	X-68.3	46.6	44
Gifted/Talented Program:	Participants	117	55	9	90	78	60	50	31	71	88	71	51	58	66	59	47	79	57	10	X-70.6	49.9	50
	Nonparticipants	14176	41	2	10578	73	53	48	21	62	82	63	41	52	57	48	35	66	43	2	X-66.5	43.8	38
	No Information Provided	305	45	7	226	69	51	53	27	60	83	70	50	56	58	54	43	66	50	8	X-68.4	46.9	44
At-Risk:	Yes	9934	39	2	7601	73	52	46	20	62	82	62	40	51	56	47	33	65	42	1	X-66.1	43.2	37
	No	4389	44	4	3094	72	54	52	25	60	82	65	42	53	59	51	39	70	46	5	X-67.4	45.3	41
	No Information Provided	275	45	7	199	72	51	57	26	60	84	72	52	58	62	54	41	67	51	8	X-68.9	47.3	45
Career/Technology Education:	Elective	4799	40	2	3667	74	53	48	21	63	82	63	40	52	56	48	34	65	42	2	X-66.3	43.5	38
	Coherent Sequence	1520	41	2	1175	70	51	47	19	60	82	62	40	50	56	47	34	65	41	1	X-65.9	43.0	37
	Tech Prep	621	43	2	472	74	54	45	20	63	79	60	42	49	57	53	35	66	45	2	X-66.2	43.3	38
	No	7287	41	3	5314	72	53	48	22	61	83	63	41	53	58	49	36	68	44	3	X-66.7	44.2	39
	No Information Provided	371	46	8	266	73	53	52	26	63	85	73	48	58	62	56	43	71	51	7	X-69.0	47.4	45

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS

GRADE: 12-EXIT LEVEL
DISTRICT: STATEWIDE
CAMPUS:

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBER OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	1
Lacked language control	3	361
Lacked organization/structure	0	239
Lacked support/elaboration	0	813
Drifted from specified purpose	0	40
Used wrong purpose	0	17
Drifted from specified topic	0	3
Wrote off topic	1	
No writing attempted	32	
Indecipherable response	2	
Insufficient response to specified task	13	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	48	858	3128	840	35	4909
PERCENT:	1	17	64	17	1	

GRADE 8 TAAS RESULTS

Spring 1999 Administration

Of the 276,592 students who tested in all five subject areas, 62 percent met minimum expectations on all tests taken, and 9 percent mastered all objectives. The standard for meeting minimum expectations at Grade 8 is represented by a scale score of 1500 in writing, science, and social studies, and a TLI score of 8-70 in reading and mathematics.

The table below shows results of the spring 1999 Grade 8 TAAS by subject area.

Grade 8 Student Performance by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale/ TLI Score
Reading	263,658	88	50	8-83.9
Mathematics	263,165	85	34	8-80.0
Writing	259,103	85	33	1653
Science	261,508	87	45	1616
Social Studies	264,062	69	22	1552

The following table shows the percentage of Grade 8 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test. On the writing test students must answer correctly at least 95 percent of the multiple-choice items and receive a score of 4 on the written composition.

Grade 8 Academic Recognition by Subject Area	
Reading	21.8%
Mathematics	21.2%
Writing	3.5%
Science	21.2%
Social Studies	12.3%

Grade 8
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Word Meaning	81
2: Supporting Ideas	75
3: Summarization	72
4: Relationships and Outcomes	88
5: Inferences and Generalizations	80
6: Point of View, Propaganda, and Fact and Opinion	76
Mathematics Objectives	
Domain: Concepts	
1: Number Concepts	71
2: Algebraic/Mathematical Relations and Functions	86
3: Geometric Properties and Relationships	80
4: Measurement Concepts	77
5: Probability and Statistics	92
Domain: Operations	
6: Use of Addition to Solve Problems	94
7: Use of Subtraction to Solve Problems	92
8: Use of Multiplication to Solve Problems	90
9: Use of Division to Solve Problems	82
Domain: Problem Solving	
10: Problem Solving Using Estimation	84
11: Problem Solving Using Solution Strategies	55
12: Problem Solving Using Mathematical Representation	74
13: Evaluation of the Reasonableness of a Solution	84

Objective	Percent Mastered
Writing Objectives	
Composition *(The written composition measures Objectives 1 through 4, which are reported as a unit.)*	
1: Respond Appropriately to the Purpose/Audience Specified in a Given Situation	52*
2: Organize Ideas	
3: Demonstrate Control of the English Language	
4: Generate a Composition That Develops/Supports/Elaborates the Central Idea Stated in a Given Topic	
Multiple Choice	
5: Sentence Construction	72
6: English Usage	91
7: Use of Spelling, Capitalization, and Punctuation	53

* This number, after rounding, represents the percentage of students whose compositions received a score of either 3 or 4.

ADDITIONAL INFORMATION ON TAAS WRITING PERFORMANCE

The written composition portion of the test assesses writing Objectives 1 through 4. Responses are scored on a scale of 1(low) to 4 (high). Statewide performance on the composition is as follows:

Score	Number of Students Achieving Score	Percent of Students Achieving Score
1	13,800	5
2	109,436	42
3	119,977	46
4	15,294	6

A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Technical Digest* as well as in the *Grade 8 Scoring Guide for Informative Writing*, which was distributed to districts in August 1999.

Objective	Percent Mastered
Science Objectives	
Domain: Integrating Concepts with Process Skills	
1: Scientific Inquiry, Inference, and Communication	98
2: Critical Thinking and Problem Solving	75
Domain: Understanding Concepts	
3: Living System Interdependency/Genetic Change	56
4: Characteristics of the Universe/Matter and Energy	95
5: Earth Systems/Natural Events and Human Activities	71

Objective	Percent Mastered
Social Studies Objectives	
Domain: Understanding Social Studies Concepts and Information	
1: Civic Values and Responsibilities	69
2: Economic Influences on U.S. History	63
3: Political Influences on U.S. History	56
4: Geographic Influences on U.S. History	81
5: Historical Concepts and Information	52
6: Sociological and Cultural Influences on U.S. History	63
7: Interpret Social Studies Data	85
8: Critical-Thinking Skills	67

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

Page 1 of 3

ALL STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		214526	81
2. Supporting Ideas		196426	75
3. Summarization		189624	72
4. Relationships and Outcomes		232316	88
5. Inferences and Generalizations		211912	80
6. Point of View, Propaganda, and Fact and Opinion		200744	76
Number Tested: 263658	Met Minimum Expectations	230903	88
Texas Learning Index (TLI): 8-83.9	Mastered All Objectives	130787	50
MATHEMATICS			
Concepts			
1. Number Concepts		187736	71
2. Algebraic/Mathematical Relations and Functions		225670	86
3. Geometric Properties and Relationships		211427	80
4. Measurement Concepts		202203	77
5. Probability and Statistics		242966	92
Operations			
6. Use of Addition to Solve Problems		248054	94
7. Use of Subtraction to Solve Problems		241187	92
8. Use of Multiplication to Solve Problems		236100	90
9. Use of Division to Solve Problems		214846	82
Problem Solving			
10. Problem Solving Using Estimation		222264	84
11. Problem Solving Using Solution Strategies		144114	55
12. Problem Solving Using Mathematical Representation		194498	74
13. Evaluation of the Reasonableness of a Solution		221882	84
Number Tested: 263165	Met Minimum Expectations	224886	85
Texas Learning Index (TLI): 8-80.0	Mastered All Objectives	90305	34
WRITING			
Written Communication			
1-4. Written Composition - Informative		135271	52

Rating:	0	1	2	3	4
Number:	596	13800	109436	119977	15294
Percent:	0	5	42	46	6

		Mastering Number	Mastering Percent
5. Sentence Construction		186958	72
6. English Usage		235447	91
7. Use of Spelling, Capitalization, and Punctuation		138541	53
Number Tested: 259103	Met Minimum Expectations	220581	85
Average Scale Score: 1653	Mastered All Objectives	86402	33

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	303611	100
Students Absent From All Tests	580	0
Students Exempt From All Tests: ARD	16878	6
Students Exempt From All Tests: LEP	4583	2
Other Students Not Tested	4978	2
Number of Students Tested in:		
Reading, Mathematics	268074	88
Reading, Mathematics, Writing	274977	91
Reading, Mathematics, Writing, Science, Social Studies	276592	91

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	216758	81
Reading, Mathematics, Writing	208263	76
Reading, Mathematics, Writing, Science, Social Studies	172252	62
Did Not Meet Minimum Expectations On:		
One Test Only	46157	17
Two Tests Only	23046	8
Three Tests Only	15241	6
Four Tests Only	11739	4
All Five Tests	8157	3

Science and Social Studies results can be found on Page 3.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students	76	263658	88	8-83.9	69	263165	85	8-80.0	78	259103	85	1653
Male	72	131463	85	8-82.3	64	131529	84	8-79.7	77	128815	81	1624
Female	80	132090	90	8-85.4	73	131531	87	8-80.4	78	130230	89	1682
No Information Provided	47	105	60	8-71.7	36	105	53	8-69.2	48	58	59	1534
Native American	75	734	87	8-83.5	67	724	84	8-79.6	76	722	85	1654
Asian	88	6895	93	8-87.9	80	6923	95	8-85.3	90	6827	92	1741
African American	63	34939	81	8-79.9	56	34824	74	8-74.9	63	34409	78	1605
Hispanic	67	90976	81	8-80.1	57	91042	80	8-77.3	70	90010	79	1607
White	85	129280	94	8-87.5	78	128790	92	8-83.1	85	126636	91	1694
No Information Provided	47	834	64	8-72.6	39	862	56	8-68.6	47	499	56	1505
Economically Disadvantaged: Yes	64	103426	80	8-79.5	55	103334	78	8-76.7	68	102140	77	1597
No	84	158793	93	8-86.8	77	158366	91	8-82.3	83	155985	90	1690
No Information Provided	53	1439	70	8-75.4	46	1465	63	8-71.3	54	978	65	1552
Title I, Part A: Participants	69	92636	83	8-81.3	61	92674	81	8-78.1	72	91638	81	1621
Nonparticipants	80	169276	90	8-85.3	73	168720	88	8-81.2	81	166177	88	1671
No Information Provided	53	1746	70	8-75.4	46	1771	64	8-71.5	55	1288	67	1551
Migrant: Yes	57	4779	72	8-76.0	46	4806	75	8-75.6	65	4941	70	1563
No	76	257575	88	8-84.1	69	257033	86	8-80.2	78	253316	86	1655
No Information Provided	51	1304	69	8-74.6	43	1326	60	8-70.4	52	846	62	1536
Limited English Proficient: Yes	32	14564	52	8-67.6	26	14689	57	8-69.5	47	14531	47	1480
No	79	247811	90	8-84.9	71	247174	87	8-80.7	79	243751	87	1663
No Information Provided	51	1283	69	8-74.7	44	1302	61	8-70.6	52	821	62	1535
Bilingual: Participants	27	102	39	8-61.5	18	104	42	8-64.6	36	88	45	1461
Nonparticipants	76	262239	88	8-83.9	69	261721	86	8-80.1	78	258148	85	1653
No Information Provided	50	1317	68	8-74.5	43	1340	61	8-70.6	52	867	61	1533
ESL: Participants	29	11485	49	8-66.4	24	11587	55	8-68.8	46	11423	43	1467
Nonparticipants	78	250863	89	8-84.7	71	250246	87	8-80.6	79	246827	87	1662
No Information Provided	51	1310	69	8-74.5	43	1332	61	8-70.6	52	853	62	1534
Gifted/Talented: Participants	97	36714	99	8-93.0	91	36736	98	8-87.4	93	36427	98	1808
Nonparticipants	73	225655	86	8-82.4	64	225119	83	8-78.9	74	221843	83	1628
No Information Provided	50	1289	69	8-74.4	43	1310	60	8-70.4	52	833	62	1534
At-Risk: Yes	51	88092	73	8-75.3	42	87792	68	8-73.0	56	86782	69	1553
No	89	174176	95	8-88.3	80	173961	94	8-83.7	86	171417	93	1704
No Information Provided	52	1390	69	8-75.0	45	1412	62	8-70.8	53	904	64	1545
Career/Technology Educ.: Participants	74	61310	87	8-83.2	66	61149	85	8-79.7	76	60526	84	1635
Nonparticipants	76	200195	88	8-84.1	70	199844	86	8-80.2	78	196877	86	1659
No Information Provided	54	2153	72	8-76.2	48	2172	65	8-72.3	57	1700	67	1564
Oral Administration: Math	33	1664	51	8-66.8	25	2466	53	8-68.2	43	1556	41	1465

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
SCIENCE		
Integrating Concepts With Process Skills		
1. Scientific Inquiry, Inference, and Communication	256386	98
2. Critical Thinking and Problem Solving	195300	75
Understanding Concepts		
3. Living System Interdependency/Genetic Change	147506	56
4. Characteristics of the Universe/Matter and Energy	248835	95
5. Earth Systems/Natural Events and Human Activities	184953	71
Number Tested: 261508 Average Scale Score: 1616 — Met Minimum Expectations	226395	87
Mastered All Objectives	118158	45
SOCIAL STUDIES		
Understanding Social Studies Concepts and Information		
1. Civic Values and Responsibilities	183366	69
2. Economic Influences on U.S. History	165809	63
3. Political Influences on U.S. History	146921	56
4. Geographic Influences on U.S. History	212764	81
5. Historical Concepts and Information	137177	52
6. Sociological and Cultural Influences on U.S. History	167518	63
7. Interpret Social Studies Data	225381	85
8. Critical-Thinking Skills	176856	67
Number Tested: 264062 Average Scale Score: 1552 — Met Minimum Expectations	183018	69
Mastered All Objectives	58424	22

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken [R, W, M, S, SS]	SCIENCE Number Tested	SCIENCE Pct Met Min Exp	SCIENCE Avg Scale Score	SOCIAL STUDIES Number Tested	SOCIAL STUDIES Pct Met Min Exp	SOCIAL STUDIES Avg Scale Score
All Students	62	261508	87	1616	264062	69	1552
Male	61	130872	87	1626	132121	70	1556
Female	63	130536	86	1606	131839	68	1549
No Information Provided	37	100	70	1546	102	43	1476
Native American	65	724	88	1625	733	73	1556
Asian	79	6890	93	1657	6902	84	1604
African American	44	34778	74	1557	35117	53	1504
Hispanic	48	90239	79	1574	91140	55	1511
White	77	128045	95	1661	129307	83	1592
No Information Provided	35	832	66	1537	863	42	1470
Economic Disadvantaged: Yes	46	102728	78	1570	103788	54	1507
No	73	157362	93	1647	158814	80	1582
No Information Provided	42	1418	72	1559	1460	49	1493
Title I, Part A: Participants	52	92309	81	1586	92950	59	1522
Nonparticipants	68	167479	90	1634	169352	75	1570
No Information Provided	40	1720	69	1551	1760	48	1488
Migrant: Yes	38	4763	70	1545	4820	44	1484
No	63	255454	87	1618	257920	70	1554
No Information Provided	39	1291	71	1552	1322	47	1486
Limited Eng. Proficient: Yes	17	14565	50	1496	14729	24	1439
No	65	245678	89	1624	248032	72	1559
No Information Provided	39	1265	71	1553	1301	47	1486
Bilingual: Participants	19	102	37	1461	103	25	1417
Nonparticipants	62	260102	87	1617	262621	69	1553
No Information Provided	39	1304	70	1552	1338	46	1486
ESL: Participants	14	11397	47	1488	11519	21	1433
Nonparticipants	65	248816	88	1622	251212	72	1558
No Information Provided	39	1295	70	1553	1331	46	1486
Gifted/Talented: Participants	93	36542	98	1713	36639	94	1650
Nonparticipants	58	223696	85	1601	226116	65	1537
No Information Provided	39	1270	70	1553	1307	47	1486
At-Risk: Yes	32	87657	71	1544	88752	42	1479
No	79	172473	95	1654	173897	84	1590
No Information Provided	40	1378	70	1555	1413	47	1489
Career/Tech. Ed.: Participants	61	60702	86	1614	61277	69	1548
Nonparticipants	63	198689	87	1618	200610	70	1554
No Information Provided	42	2117	73	1564	2175	50	149[illegible]
Oral Administration: Science	17	2173	58	1516	2113	29	1445
Social Studies	16	2101	58	1516	2179	28	1443

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			READING												WRITING							
						READING COMPREHENSION (Percent of Students Demonstrating Objective Mastery)												WRITTEN COMMUNICATION (Percent of Students Demonstrating Objective Mastery)						
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students		274977	76	17	263658	81	75	72	88	80	76	88	50	8-83.9	60.3	69	259103	52	72	91	53	85	33	1653
Male		138077	72	15	131463	80	72	67	86	77	73	85	46	8-82.3	57.7	64	128815	46	67	90	48	81	27	1624
Female		136770	80	20	132090	83	77	77	90	84	79	90	54	8-85.4	62.9	73	130230	58	77	92	59	89	39	1682
No Information Provided		130	47	8	105	59	43	41	68	51	45	60	18	8-71.7	42.3	36	58	26	50	71	28	59	9	1534
Native American		784	75	15	734	81	71	71	87	78	76	87	48	8-83.5	59.2	67	722	54	73	93	50	85	33	1654
Asian		7032	88	36	6895	88	86	82	93	88	83	93	64	8-87.9	68.0	80	6827	67	84	90	74	92	53	1741
African American		36650	63	8	34939	74	69	63	83	71	66	81	37	8-79.9	53.3	56	34409	44	62	84	46	78	24	1605
Hispanic		95795	67	10	90976	72	71	65	83	72	66	81	38	8-80.1	53.8	57	90010	44	64	86	45	79	24	1607
White		133659	85	24	129280	90	78	79	93	89	86	94	60	8-87.5	66.4	78	126636	60	80	96	61	91	41	1694
No Information Provided		1057	47	6	834	62	53	48	69	57	50	64	25	8-72.6	44.1	39	499	25	45	72	26	56	11	1505
Economically Disadvantaged:	Free Meals	87012	62	8	81846	69	68	61	81	69	63	79	34	8-78.7	51.5	53	80845	40	60	83	41	76	21	1589
	Reduced Meals	17887	75	13	17249	80	74	70	88	79	74	87	46	8-83.2	58.4	66	17002	49	71	91	51	85	29	1636
	Other	4608	63	7	4331	68	70	61	80	69	62	79	33	8-78.6	51.4	53	4293	38	60	83	43	75	20	1583
	No	163737	84	23	158793	88	78	78	92	87	84	93	59	8-86.8	65.3	77	155985	59	79	95	61	90	41	1690
	No Information Provided	1733	53	8	1439	67	59	54	74	64	57	70	31	8-75.4	47.7	46	978	34	54	78	35	65	18	1552
Title I, Part A:	Schoolwide Program Participants	94540	70	12	90192	75	73	67	85	75	70	84	43	8-81.5	56.2	62	89235	46	67	87	48	81	27	1623
	Targeted Assistance Participants	2605	50	3	2435	62	56	48	75	60	52	70	20	8-74.4	44.6	40	2394	35	50	82	31	71	13	1561
	Nonparticipants (Previous Participants)	1661	71	7	1589	78	68	62	86	74	69	85	35	8-80.6	53.5	57	1563	41	64	92	42	82	19	1599
	Homeless Participants at Non-Title I Schools	10	40	0	9	22	44	33	44	56	33	56	11	8-64.6	32.9	21	9	11	44	89	22	56	0	1527
	Nonparticipants (Not Previous Participants)	174102	80	20	167687	86	76	75	90	84	80	90	54	8-85.4	62.8	73	164614	56	76	93	57	88	37	1671
	No Information Provided	2059	53	8	1746	66	60	54	74	63	56	70	32	8-75.4	47.9	46	1288	32	55	78	36	67	17	1551
Migrant:	Yes	5286	57	7	4779	61	65	55	76	64	56	72	29	8-76.0	47.7	46	4941	34	54	79	37	70	17	1563
	No	268091	76	18	257575	82	75	72	88	81	77	88	50	8-84.1	60.6	69	253316	53	73	91	54	86	34	1655
	No Information Provided	1600	51	7	1304	66	56	51	73	62	55	69	29	8-74.6	46.5	43	846	30	51	77	32	62	15	1536
Limited English Proficient:	Yes	15782	32	2	14564	43	51	36	59	44	34	52	11	8-67.6	36.4	26	14531	20	34	59	18	47	5	1480
	No	257628	79	18	247811	84	76	74	90	83	79	90	52	8-84.9	61.7	71	243751	54	75	93	56	87	35	1663
	No Information Provided	1567	51	7	1283	66	57	51	73	62	55	69	29	8-74.7	46.6	44	821	30	52	77	32	62	15	1535
Bilingual/ESL Program:	Bilingual	117	27	3	102	41	42	26	46	36	30	39	12	8-61.5	30.8	18	88	20	32	49	20	45	8	1461
	ESL	12445	29	1	11485	40	49	34	57	41	32	49	9	8-66.4	34.9	24	11423	18	31	55	15	43	4	1467
	Neither	260801	78	18	250751	83	76	74	90	82	78	89	52	8-84.7	61.5	71	246729	54	74	93	55	87	35	1662
	No Information Provided	1576	51	7	1285	65	57	51	73	62	55	69	29	8-74.7	46.6	44	846	30	51	76	32	62	15	1534
Gifted/Talented Program:	Participants	37204	97	50	36714	97	92	93	99	97	96	99	83	8-93.0	78.8	91	36427	77	94	99	85	98	68	1808
	Nonparticipants	236184	73	12	225655	79	72	69	87	78	73	86	44	8-82.4	57.3	64	221843	48	69	90	48	83	28	1628
	No Information Provided	1589	50	7	1289	65	56	51	73	62	55	69	28	8-74.4	46.3	43	833	30	51	77	31	62	15	1534
At-Risk:	Yes	94172	51	3	88092	63	59	52	75	62	54	73	23	8-75.3	45.8	42	86782	33	50	80	31	69	12	1553
	No	179136	89	25	174176	91	82	82	95	90	87	95	63	8-88.3	67.7	80	171417	62	83	96	65	93	44	1704
	No Information Provided	1669	52	8	1390	66	57	52	74	62	56	69	30	8-75.0	47.3	45	904	32	53	79	34	64	17	1545
Career/Technology Education:	Elective	60853	74	15	58386	81	73	70	87	79	75	87	47	8-83.2	58.7	66	57619	49	69	90	50	84	29	1634
	Coherent Sequence	2980	80	18	2858	85	74	73	91	83	79	91	49	8-84.7	60.9	70	2832	57	74	93	54	88	35	1663
	Tech Prep	77	69	16	66	88	67	80	91	83	71	91	47	8-84.8	62.6	73	75	35	71	87	51	76	24	1592
	No	208499	76	18	200195	82	75	73	88	81	77	88	51	8-84.1	60.8	70	196877	53	73	91	55	86	35	1659
	No Information Provided	2568	54	8	2153	69	60	54	76	65	59	72	32	8-76.2	48.8	48	1700	34	55	82	37	67	18	1564

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN (R, W, M): NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN (R, W, M): PERCENT MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN (R, W, M): PERCENT MASTERING ALL OBJECTIVES	MATHEMATICS: NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	2 ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
					Percent of Students Demonstrating Objective Mastery																	
All Students	274977	76	17	263165	71	86	80	77	92	94	92	90	82	84	55	74	84	85	34	8-80.0	66.0	78
Male	138077	72	15	131529	72	86	81	78	91	92	90	87	80	84	53	73	85	84	34	8-79.7	65.5	77
Female	136770	80	20	131531	71	85	80	76	93	96	94	92	83	85	56	75	84	87	34	8-80.4	66.5	78
No Information Provided	130	47	8	105	50	74	57	62	77	81	73	75	57	68	32	42	60	53	14	8-69.2	49.1	48
Native American	784	75	15	724	68	85	81	77	90	94	90	88	80	82	52	74	82	84	32	8-79.6	65.1	76
Asian	7032	88	36	6923	87	94	88	88	97	98	97	96	92	93	77	89	93	95	58	8-85.3	77.1	90
African American	36650	63	8	34824	58	75	69	64	89	92	86	85	73	72	37	59	72	74	17	8-74.9	56.7	63
Hispanic	95795	67	10	91042	63	82	74	69	90	94	89	88	77	80	44	65	78	80	24	8-77.3	60.8	70
White	133659	85	24	128790	80	91	87	86	95	95	95	92	87	90	66	84	92	92	45	8-83.1	71.8	85
No Information Provided	1057	47	6	862	45	68	59	54	79	80	72	71	58	62	26	42	62	56	11	8-68.6	48.4	47
Economically Disadvantaged: Free Meals	87012	62	8	81842	61	80	72	66	89	93	88	86	74	77	40	61	75	76	20	8-76.1	58.6	66
Reduced Meals	17887	75	13	17185	70	85	79	75	92	94	92	90	81	84	52	73	83	86	30	8-79.6	64.6	76
Other	4608	63	7	4307	59	81	72	66	89	93	87	86	74	77	41	61	76	77	21	8-76.1	58.7	66
No	163737	84	23	158366	77	89	85	83	94	95	94	92	86	89	63	81	90	91	43	8-82.3	70.3	83
No Information Provided	1733	53	8	1465	51	72	64	60	82	83	76	76	62	68	31	50	68	63	16	8-71.3	52.3	54
Title I, Part A: Schoolwide Program Participants	94540	70	12	90207	66	83	76	71	91	94	90	89	79	81	48	68	80	82	27	8-78.3	62.6	73
Targeted Assistance Participants	2605	50	3	2457	55	74	66	59	87	90	84	82	67	70	28	49	68	68	11	8-72.9	52.9	56
Nonparticipants (Previous Participants)	1661	71	7	1566	68	84	76	73	91	93	91	88	78	82	43	69	81	84	21	8-78.2	61.3	70
Homeless Participants at Non-Title I Schools	10	40	0	10	50	60	80	70	90	70	80	70	50	80	30	30	40	50	10	8-69.5	47.6	46
Nonparticipants (Not Previous Participants)	174102	80	20	167154	75	87	83	80	93	94	93	90	83	86	59	78	87	88	39	8-81.2	68.2	81
No Information Provided	2059	53	8	1771	51	72	65	59	83	84	78	77	62	69	31	50	68	64	16	8-71.5	52.5	55
Migrant: Yes	5286	57	7	4806	61	81	70	63	89	93	88	86	74	77	39	58	73	75	19	8-75.6	58.0	65
No	268091	76	18	257033	72	86	81	77	92	94	92	90	82	85	55	74	85	86	35	8-80.2	66.2	78
No Information Provided	1600	51	7	1326	49	71	62	58	81	82	75	75	60	67	29	47	66	60	14	8-70.4	51.0	52
Limited English Proficient: Yes	15782	32	2	14689	48	70	59	51	82	88	77	79	60	64	22	39	58	57	9	8-69.5	48.6	47
No	257628	79	18	247174	73	87	82	78	93	95	93	90	83	86	57	76	86	87	36	8-80.7	67.1	79
No Information Provided	1567	51	7	1302	49	71	63	59	81	82	75	75	60	68	29	48	67	61	14	8-70.6	51.2	52
Bilingual/ESL Program: Bilingual	117	27	3	104	38	63	50	41	78	80	67	68	49	62	16	31	51	42	8	8-64.6	42.5	36
ESL	12445	29	1	11587	47	69	58	49	81	88	76	78	58	63	20	36	56	55	8	8-68.8	47.6	46
Neither	260801	78	18	250131	73	87	81	78	93	95	92	90	83	86	57	76	86	87	36	8-80.6	66.9	79
No Information Provided	1576	51	7	1307	49	71	63	59	81	83	76	75	60	67	29	48	66	61	14	8-70.7	51.3	53
Gifted/Talented Program: Participants	37204	97	50	36736	91	97	94	94	98	98	99	98	96	97	85	96	97	98	69	8-87.4	81.7	93
Nonparticipants	236184	73	12	225119	68	84	78	74	92	94	91	89	79	83	50	71	82	83	29	8-78.9	63.5	74
No Information Provided	1589	50	7	1310	48	70	62	58	81	83	75	75	60	67	29	47	66	60	14	8-70.4	50.9	52
At-Risk: Yes	94172	51	3	87792	54	74	68	59	87	90	83	81	66	70	29	51	69	68	11	8-73.0	53.2	56
No	179136	89	25	173961	80	92	87	86	95	97	96	94	90	92	68	86	92	94	46	8-83.7	72.6	86
No Information Provided	1669	52	8	1412	49	71	63	59	81	83	76	75	61	67	30	49	67	62	15	8-70.8	51.7	53
Career/Technology Education: Elective	60853	74	15	58225	70	85	80	76	92	94	91	89	80	84	53	73	84	85	32	8-79.6	65.0	[illegible]
Coherent Sequence	2980	80	18	2856	76	88	84	82	94	95	93	90	82	87	59	78	87	89	37	8-81.5	68.3	81
Tech Prep	77	69	16	68	78	93	78	78	90	97	94	93	82	85	56	72	87	90	38	8-80.5	66.4	78
No	208499	76	18	199844	72	86	81	77	93	94	92	90	82	85	55	74	85	86	35	8-80.2	65.4	78
No Information Provided	2568	54	8	2172	51	74	67	62	83	85	79	78	64	70	34	52	70	65	17	8-72.3	53.7	57

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS	ALL TESTS TAKEN (R, W, M, S, SS)			SCIENCE								
					INTEGRATING CONCEPTS WITH PROCESS SKILLS		UNDERSTANDING CONCEPTS					
					1	2	3	4	5			
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SCIENTIFIC INQUIRY, INFERENCE AND COMMUNICATION	CRITICAL THINKING AND PROBLEM SOLVING	LIVING SYSTEM INTERDEPENDENCY/ GENETIC CHANGE	CHARACTERISTICS OF THE UNIVERSE/MATTER AND ENERGY	EARTH SYSTEMS/ NATURAL EVENTS AND HUMAN ACTIVITIES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
					Percent Of Students Demonstrating Objective Mastery							
All Students	276592	62	9	261508	98	75	56	95	71	87	45	1616
Male	139182	61	8	130872	98	76	59	95	75	87	49	1626
Female	137275	63	9	130536	98	74	53	95	66	86	41	1606
No Information Provided	135	37	7	100	89	59	32	85	50	70	21	1546
Native American	786	65	7	724	98	75	58	96	74	88	48	1625
Asian	7044	79	20	6890	99	83	70	97	79	93	59	1657
African American	37000	44	3	34778	96	60	37	91	52	74	24	1557
Hispanic	96480	48	4	90239	97	64	43	92	60	79	30	1574
White	134195	77	13	128045	99	86	70	98	83	95	61	1661
No Information Provided	1087	35	3	832	91	53	34	86	49	66	22	1537
Economically Disadvantaged: Free Meals	87839	43	3	81296	97	60	40	91	56	76	27	1563
Reduced Meals	17983	60	5	17139	98	73	53	96	69	88	40	1605
Other	4640	43	2	4293	97	61	40	91	55	76	26	1561
No	164361	73	12	157362	99	83	66	97	79	93	56	1647
No Information Provided	1769	42	4	1418	93	59	41	88	55	72	30	1559
Title I, Part A: Schoolwide Program Participants	95244	53	5	89938	98	67	47	93	62	81	35	1587
Targeted Assistance Participants	2611	31	1	2362	95	52	31	90	51	70	19	1541
Nonparticipants (Previous Participants)	1667	52	3	1573	98	70	46	95	67	86	35	1589
Homeless Participants at Non-Title I Schools	10	20	0	9	100	44	22	78	33	56	22	1518
Nonparticipants (Not Previous Participants)	174965	68	11	165906	98	79	62	96	76	90	52	1634
No Information Provided	2095	40	4	1720	93	58	39	87	51	69	27	1551
Migrant: Yes	5345	38	2	4763	96	53	35	88	50	70	21	1545
No	269610	63	9	255454	98	75	57	95	71	87	46	1618
No Information Provided	1637	39	4	1291	92	58	38	88	53	71	27	1552
Limited English Proficient: Yes	16001	17	1	14565	92	34	21	77	34	50	10	1496
No	258989	65	9	245678	98	77	59	96	73	89	47	1624
No Information Provided	1602	39	4	1265	92	58	39	88	53	71	27	1553
Bilingual/ESL Program: Bilingual	118	19	1	102	83	31	22	52	27	37	13	1461
ESL	12547	14	0	11397	91	31	19	76	32	47	8	1488
Neither	262278	65	9	248702	98	77	58	96	73	89	47	1623
No Information Provided	1610	39	4	1270	92	58	38	88	53	71	27	1554
Gifted/Talented Program: Participants	37213	93	31	36542	100	94	85	99	90	98	78	1713
Nonparticipants	237754	58	5	223696	98	72	52	95	68	85	40	1601
No Information Provided	1625	39	4	1270	92	58	38	88	53	70	27	1553
At-Risk: Yes	95291	32	1	87657	96	53	33	89	51	71	20	1544
No	179594	79	13	172473	99	86	69	98	81	95	58	1654
No Information Provided	1707	40	4	1378	92	58	39	88	53	70	28	1555
Career/Technology Education: Elective	61195	60	7	57845	98	74	55	95	70	86	44	1613
Coherent Sequence	2992	69	10	2792	99	79	64	96	75	90	52	1635
Tech Prep	77	56	4	65	95	77	63	98	74	89	51	1631
No	209719	63	9	198689	98	75	57	95	71	87	46	1618
No Information Provided	2609	42	4	2117	94	60	40	89	56	73	30	1564

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN (R, W, M, S, SS)			SOCIAL STUDIES											
					UNDERSTANDING SOCIAL STUDIES CONCEPTS AND INFORMATION — Percent Of Students Demonstrating Objective Mastery										
					1	2	3	4	5	6	7	8			
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CIVIC VALUES AND RESPONSIBILITIES	ECONOMIC INFLUENCES ON U.S. HISTORY	POLITICAL INFLUENCES ON U.S. HISTORY	GEOGRAPHIC INFLUENCES ON U.S. HISTORY	HISTORICAL CONCEPTS AND INFORMATION	SOCIOLOGICAL AND CULTURAL INFLUENCES ON U.S. HISTORY	INTERPRET SOCIAL STUDIES DATA	CRITICAL-THINKING SKILLS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students	276592	62	9	264062	69	63	56	81	52	63	85	67	69	22	1552
Male	139182	61	8	132121	68	65	58	84	55	62	84	65	70	24	1556
Female	137275	63	9	131839	71	60	54	77	49	65	87	69	68	20	1549
No Information Provided	135	37	7	102	52	36	37	61	30	38	65	44	43	10	1476
Native American	786	65	7	733	68	65	55	83	53	67	84	68	73	22	1556
Asian	7044	79	20	6902	77	77	67	89	68	77	93	77	84	36	1604
African American	37000	44	3	35117	60	49	44	67	40	51	76	54	53	11	1504
Hispanic	96480	48	4	91140	60	48	45	72	40	54	79	57	55	11	1511
White	134195	77	13	129307	78	76	66	90	63	73	92	77	83	32	1592
No Information Provided	1087	35	3	863	49	38	38	60	27	42	65	45	42	7	1470
Economically Disadvantaged: Free Meals	87839	43	3	82177	57	46	43	69	37	50	77	54	51	10	1501
Reduced Meals	17983	60	5	17282	67	60	53	80	48	61	85	65	68	17	1540
Other	4640	43	2	4329	57	43	41	67	36	47	77	53	50	8	1496
No	164361	73	12	158814	76	73	63	87	61	71	90	74	80	30	1582
No Information Provided	1769	42	4	1460	55	45	42	66	35	48	69	51	49	13	1493
Title I, Part A: Schoolwide Program Participants	95244	53	5	90518	63	53	48	74	43	56	81	61	60	14	1523
Targeted Assistance Participants	2611	31	1	2424	49	39	38	66	35	40	68	45	41	6	1478
Nonparticipants (Previous Participants)	1667	52	3	1585	62	55	50	78	46	54	82	59	62	13	1525
Homeless Participants at Non-Title I Schools	10	20	0	8	50	13	38	38	13	38	75	50	13	13	1446
Nonparticipants (Not Previous Participants)	174965	68	11	167767	73	69	60	85	57	68	88	71	75	27	1570
No Information Provided	2095	40	4	1760	54	43	38	65	35	48	69	50	48	11	1488
Migrant: Yes	5345	38	2	4820	51	39	40	64	32	45	73	50	44	7	1484
No	269610	63	9	257920	70	63	56	81	52	64	86	67	70	22	1554
No Information Provided	1637	39	4	1322	53	43	40	65	34	47	68	49	47	11	1486
Limited English Proficient: Yes	16001	17	1	14729	35	25	28	50	22	32	58	34	24	2	1439
No	258989	65	9	248032	72	65	57	82	54	65	87	69	72	23	1559
No Information Provided	1602	39	4	1301	53	43	39	65	33	47	68	50	47	10	1486
Bilingual/ESL Program: Bilingual	118	19	1	103	36	17	23	41	20	25	53	34	25	1	1417
ESL	12547	14	0	11519	33	23	27	48	21	30	56	32	21	2	1433
Neither	262278	65	9	251098	71	65	57	82	53	65	87	69	72	23	1558
No Information Provided	1610	39	4	1306	53	42	39	65	34	47	68	49	46	11	1487
Gifted/Talented Program: Participants	37213	93	31	36639	91	88	79	95	76	87	98	89	94	52	1650
Nonparticipants	237754	58	5	226116	66	59	52	78	48	60	83	63	65	17	1537
No Information Provided	1625	39	4	1307	53	43	40	65	34	47	68	49	47	10	1486
At-Risk: Yes	95291	32	1	88752	50	39	37	65	33	42	71	46	42	6	1479
No	179594	79	13	173897	80	75	65	89	62	74	93	78	84	31	1590
No Information Provided	1707	40	4	1413	53	44	40	65	34	47	69	50	47	12	1489
Career/Technology Education: Elective	61195	60	7	58355	68	62	55	80	50	62	85	66	68	20	1547
Coherent Sequence	2992	69	10	2855	73	70	62	85	59	67	88	70	76	28	1571
Tech Prep	77	56	4	67	79	67	45	85	61	73	81	79	79	21	1565
No	209719	63	9	200610	70	63	56	81	52	64	86	67	70	23	1554
No Information Provided	2609	42	4	2175	56	45	42	67	37	50	71	53	50	13	1497

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS

GRADE: 08

DISTRICT: STATEWIDE

CAMPUS:

REPORT DATE: JULY 1999

DATE OF TESTING: SPRING 1999

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBER OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	5	82
Lacked language control	132	2637
Lacked organization/structure	48	1555
Lacked support/elaboration	126	13596
Drifted from specified purpose	21	963
Used wrong purpose	75	113
Drifted from specified topic	0	258
Wrote off topic	205	
No writing attempted	271	
Indecipherable response	35	
Insufficient response to specified task	85	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	596	13800	109436	119977	15294	259103
PERCENT:	0	5	42	46	6	

GRADE 7 TAAS RESULTS

Spring 1999 Administration

Of the 270,906 students who tested, 77 percent met minimum expectations on all tests taken, and 21 percent mastered all objectives. The standard for meeting minimum expectations at Grade 7 is represented by a TLI score of 7-70 in reading and mathematics.

The table below shows results of the spring 1999 Grade 7 TAAS by subject area.

Grade 7 Academic Recognition by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale/ TLI Score
Reading	265,852	83	53	7-82.0
Mathematics	266,437	84	24	7-80.4

The following table shows the percentage of Grade 7 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test.

Grade 7 Student Performance by Subject Area

Reading	23.2%
Mathematics	16.3%

Grade 7
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Word Meaning	93
2: Supporting Ideas	91
3: Summarization	65
4: Relationships and Outcomes	85
5: Inferences and Generalizations	75
6: Point of View, Propaganda, and Fact and Opinion	84
Mathematics Objectives	
Domain: Concepts	
1: Number Concepts	97
2: Algebraic/Mathematical Relations and Functions	90
3: Geometric Properties and Relationships	90
4: Measurement Concepts	77
5: Probability and Statistics	70
Domain: Operations	
6: Use of Addition to Solve Problems	87
7: Use of Subtraction to Solve Problems	85
8: Use of Multiplication to Solve Problems	80
9: Use of Division to Solve Problems	80
Domain: Problem Solving	
10: Problem Solving Using Estimation	84
11: Problem Solving Using Solution Strategies	78
12: Problem Solving Using Mathematical Representation	33
13: Evaluation of the Reasonableness of a Solution	78

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS

GRADE: 07
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	246694	93
2. Supporting Ideas	241417	91
3. Summarization	173321	65
4. Relationships and Outcomes	225382	85
5. Inferences and Generalizations	198836	75
6. Point of View, Propaganda, and Fact and Opinion	222627	84
Number Tested: 265852 / Met Minimum Expectations	220647	83
Texas Learning Index (TLI): 7-82.0 / Mastered All Objectives	142040	53
MATHEMATICS		
Concepts		
1. Number Concepts	257407	97
2. Algebraic/Mathematical Relations and Functions	239479	90
3. Geometric Properties and Relationships	240549	90
4. Measurement Concepts	204225	77
5. Probability and Statistics	185243	70
Operations		
6. Use of Addition to Solve Problems	232153	87
7. Use of Subtraction to Solve Problems	226510	85
8. Use of Multiplication to Solve Problems	212717	80
9. Use of Division to Solve Problems	213580	80
Problem Solving		
10. Problem Solving Using Estimation	224899	84
11. Problem Solving Using Solution Strategies	208478	78
12. Problem Solving Using Mathematical Representation	87845	33
13. Evaluation of the Reasonableness of a Solution	208039	78
Number Tested: 266437 / Met Minimum Expectations	224345	84
Texas Learning Index (TLI): 7-80.4 / Mastered All Objectives	64125	24

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	301296	100
Students Absent From All Tests	2590	1
Students Exempt From All Tests: ARD	21638	7
Students Exempt From All Tests: LEP	5556	2
Other Students Not Tested	606	0
Number of Students Tested	270906	90

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	208472	77
Did Not Meet Minimum Expectations On:		
One Test Only	37571	14
Both Tests	24863	9

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, M)	READING				MATHEMATICS			
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR
All Students		77	265852	83	7-82.0	62	266437	84	7-80.4	79
Male		74	132490	80	7-80.7	59	133243	82	7-79.7	78
Female		80	133279	86	7-83.5	65	133110	86	7-81.0	80
No Information Provided		61	83	69	7-74.1	41	84	69	7-71.1	54
Native American		77	737	84	7-81.9	61	738	85	7-80.4	78
Asian		91	6837	93	7-87.2	76	6852	96	7-86.6	92
African American		63	36153	73	7-77.1	47	36191	73	7-75.1	64
Hispanic		67	94240	74	7-77.8	49	94689	78	7-77.4	70
White		87	127285	92	7-86.3	74	127365	92	7-83.8	86
No Information Provided		46	600	59	7-70.9	34	602	55	7-68.4	47
Economic Disadvantaged:	Yes	65	113507	73	7-77.1	47	114026	76	7-76.7	68
	No	86	151243	90	7-85.7	72	151308	90	7-83.2	85
	No Information Provided	56	1102	67	7-74.4	43	1103	64	7-71.9	56
Title I, Part A:	Participants	69	103168	76	7-78.7	52	103508	79	7-77.9	72
	Nonparticipants	82	161227	88	7-84.2	68	161476	88	7-82.0	83
	No Information Provided	55	1457	66	7-74.2	42	1453	64	7-71.8	56
Migrant:	Yes	59	4911	65	7-73.8	39	4971	74	7-75.8	66
	No	77	259929	83	7-82.2	63	260450	84	7-80.5	79
	No Information Provided	54	1012	65	7-73.7	41	1016	63	7-71.1	54
Limited Eng. Proficient:	Yes	35	17578	43	7-66.0	23	17782	56	7-69.2	47
	No	80	247291	86	7-83.2	65	247669	86	7-81.2	81
	No Information Provided	54	983	66	7-73.9	41	986	63	7-71.2	55
Bilingual:	Participants	30	241	39	7-65.6	22	241	50	7-66.8	41
	Nonparticipants	77	264582	83	7-82.1	62	265168	84	7-80.4	79
	No Information Provided	54	1029	65	7-73.8	41	1028	63	7-71.3	55
ESL:	Participants	32	14081	40	7-64.9	21	14213	54	7-68.5	45
	Nonparticipants	80	250747	85	7-83.0	64	251200	86	7-81.1	80
	No Information Provided	54	1024	65	7-73.8	41	1024	63	7-71.2	55
Gifted/Talented:	Participants	97	36740	98	7-91.7	87	36733	98	7-88.6	95
	Nonparticipants	74	228118	81	7-80.5	57	228709	82	7-79.1	75
	No Information Provided	54	994	65	7-73.8	41	995	63	7-71.2	55
At-Risk:	Yes	51	86050	62	7-72.6	35	86568	65	7-72.3	55
	No	90	178790	93	7-86.6	74	178854	94	7-84.3	87
	No Information Provided	55	1012	65	7-73.8	41	1015	64	7-71.3	55
Career/Tech. Ed.:	Participants	77	38486	83	7-81.9	61	38602	85	7-80.4	79
	Nonparticipants	77	225484	83	7-82.1	62	225954	84	7-80.4	79
	No Information Provided	56	1882	66	7-74.5	43	1881	64	7-72.0	56
Oral Administration:	Math	39	2152	46	7-66.8	24	3439	52	7-68.0	43

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 07
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION — Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
All Students		270906	77	21	265852	93	91	65	85	75	84	83	53	7-82.0	56.4	62
Male		135814	74	20	132490	93	89	62	83	71	82	80	50	7-80.7	54.5	59
Female		135003	80	21	133279	93	92	69	87	79	85	86	57	7-83.3	58.2	65
No Information Provided		89	61	7	83	88	81	43	70	58	72	69	33	7-74.1	45.2	41
Native American		755	77	18	737	94	91	63	83	78	83	84	53	7-81.9	56.0	61
Asian		6881	91	43	6837	96	95	80	93	86	92	93	71	7-87.2	65.0	76
African American		36882	63	9	36153	91	85	55	77	62	75	73	39	7-77.1	48.5	47
Hispanic		96330	67	12	94240	87	87	55	79	65	75	74	40	7-77.8	49.5	49
White		129419	87	29	127285	98	95	75	91	85	92	92	66	7-86.3	63.3	74
No Information Provided		639	46	6	600	82	75	40	64	49	64	59	27	7-70.9	41.5	34
Economically Disadvantaged:	Free Meals	92722	63	10	90248	86	85	52	77	61	73	71	36	7-76.3	47.4	45
	Reduced Meals	18834	77	16	18482	94	91	62	84	74	83	83	49	7-81.4	54.5	59
	Other	4867	64	10	4777	83	85	53	78	61	73	72	37	7-76.1	47.2	45
	No	153325	86	28	151243	97	94	74	90	84	91	90	65	7-85.7	62.3	72
	No Information Provided	1158	56	10	1102	86	79	48	71	59	71	67	37	7-74.4	46.1	43
Title I, Part A:	Schoolwide Program Participants	102825	70	15	100804	88	88	58	80	67	77	76	44	7-78.8	51.3	53
	Targeted Assistance Participants	2440	50	3	2357	86	81	39	70	48	64	61	22	7-72.2	41.3	34
	Nonparticipants (Previous Participants)	1950	76	12	1906	94	90	58	83	70	83	82	43	7-80.0	51.9	54
	Homeless Participants at Non-Title I Schools	7	29	14	7	57	29	14	57	29	43	43	14	7-61.4	31.7	19
	Nonparticipants (Not Previous Participants)	162170	82	25	159321	96	93	70	88	80	88	88	60	7-84.3	60.0	68
	No Information Provided	1514	55	9	1457	85	79	48	72	57	70	66	35	7-74.2	45.7	42
Migrant:	Yes	5063	59	9	4911	79	84	47	73	55	66	65	30	7-73.8	43.9	39
	No	264778	77	21	259929	93	91	66	85	75	84	83	54	7-82.2	56.7	63
	No Information Provided	1065	54	8	1012	85	78	46	70	57	68	65	34	7-73.7	45.2	41
Limited English Proficient:	Yes	18140	35	3	17578	66	74	31	59	34	48	43	13	7-66.0	34.3	23
	No	251731	80	22	247291	95	92	68	87	78	86	86	56	7-83.2	58.0	65
	No Information Provided	1035	54	8	983	85	78	46	70	57	69	66	35	7-73.9	45.4	41
Bilingual/ESL Program:	Bilingual	247	30	1	241	64	73	31	53	34	45	39	12	7-65.6	33.9	22
	ESL	14479	32	2	14081	64	73	29	57	32	45	40	11	7-64.9	33.0	21
	Neither	255086	80	22	250488	94	92	67	86	77	86	86	56	7-83.0	57.8	64
	No Information Provided	1054	54	8	1003	85	78	46	70	57	69	65	35	7-73.8	45.4	41
Gifted/Talented Program:	Participants	36904	97	55	36740	99	99	90	97	96	98	98	86	7-91.7	73.9	87
	Nonparticipants	232958	74	15	228118	92	90	61	83	71	82	81	48	7-80.5	53.6	57
	No Information Provided	1044	54	9	994	85	78	45	70	57	69	65	34	7-73.8	45.3	41
At-Risk:	Yes	89082	51	4	86050	84	81	42	70	50	65	62	25	7-72.6	41.9	35
	No	180761	90	29	178790	97	96	77	92	87	93	93	67	7-86.6	63.4	74
	No Information Provided	1063	55	8	1012	85	78	46	70	57	68	65	35	7-73.8	45.3	41
Career/Technology Education:	Elective	38007	77	19	37247	93	91	65	84	74	84	83	52	7-81.8	55.8	61
	Coherent Sequence	1257	84	29	1230	96	93	70	88	83	90	89	62	7-84.8	60.6	69
	Tech Prep	11	73	9	9	89	89	56	78	78	67	67	44	7-79.9	55.6	61
	No	229675	77	21	225484	93	91	65	85	75	84	83	54	7-82.1	56.5	62
	No Information Provided	1956	56	9	1882	85	80	48	71	58	70	66	35	7-74.5	46.1	43

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

Page 2 of 2

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 07
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																	
All Students		270906	77	21	266437	97	90	90	77	70	87	85	80	80	84	78	33	78	84	24	7-80.4	66.8	79
Male		135814	74	20	133243	96	89	90	74	68	84	82	76	77	85	78	33	78	82	24	7-79.7	65.9	78
Female		135003	80	21	133110	97	91	90	79	71	90	88	83	83	84	78	33	78	86	24	7-81.0	67.7	80
No Information Provided		89	61	7	84	85	81	83	52	54	67	67	58	62	68	61	12	69	69	7	7-71.1	52.0	54
Native American		755	77	18	738	97	88	92	77	70	88	85	78	80	86	77	31	80	85	21	7-80.4	66.5	78
Asian		6881	91	43	6852	99	96	96	91	86	95	95	92	92	93	92	58	91	96	48	7-86.6	79.8	92
African American		36882	63	9	36191	95	83	83	67	55	80	77	73	72	73	66	18	63	73	11	7-75.1	57.3	64
Hispanic		96330	67	12	94689	95	87	86	69	62	85	81	76	76	80	70	22	71	78	15	7-77.4	61.3	70
White		129419	87	29	127365	98	94	95	85	78	91	90	84	85	90	87	44	87	92	33	7-83.8	73.0	86
No Information Provided		639	46	6	602	88	72	75	45	45	67	61	56	56	67	51	13	55	55	7	7-68.4	48.3	47
Economically Disadvantaged:	Free Meals	92722	63	10	90758	94	85	84	66	59	82	78	74	73	77	67	20	68	75	13	7-76.0	59.0	67
	Reduced Meals	18834	77	16	18528	97	91	91	77	69	88	85	79	80	84	77	28	77	85	20	7-80.1	65.5	77
	Other	4867	64	10	4740	94	87	85	66	62	84	80	75	75	79	68	20	69	76	13	7-76.6	59.8	68
	No	153325	86	28	151308	98	93	94	83	76	90	89	84	85	89	86	42	85	90	32	7-83.2	72.0	85
	No Information Provided	1158	56	10	1103	90	79	80	55	51	72	67	62	61	73	61	19	63	64	11	7-71.9	53.4	56
Title I, Part A:	Schoolwide Program Participants	102825	70	15	101112	95	88	86	71	64	85	82	78	77	80	72	25	72	79	18	7-78.0	62.5	72
	Targeted Assistance Participants	2440	50	3	2391	94	80	80	60	50	77	71	66	67	71	57	8	57	66	4	7-72.3	52.2	54
	Nonparticipants (Previous Participants)	1950	76	12	1905	98	90	91	76	68	87	85	79	80	85	76	23	74	85	15	7-79.5	64.0	75
	Homeless Participants at Non-Title I Schools	7	29	14	5	80	40	60	60	40	60	40	40	40	40	40	0	40	40	0	7-64.6	44.3	39
	Nonparticipants (Not Previous Participants)	162170	82	25	159571	97	91	93	81	74	89	87	82	82	87	83	39	82	88	29	7-82.0	69.9	83
	No Information Provided	1514	55	9	1453	91	79	79	53	51	73	68	63	62	71	61	18	62	64	11	7-71.8	53.3	56
Migrant:	Yes	5063	59	9	4971	94	85	83	67	60	83	78	75	74	78	64	17	67	74	12	7-75.8	58.5	66
	No	264778	77	21	260450	97	90	90	77	70	87	85	80	80	85	79	33	78	84	24	7-80.5	67.0	79
	No Information Provided	1065	54	8	1016	89	78	79	53	50	71	66	60	60	70	59	18	61	63	9	7-71.1	52.2	54
Limited English Proficient:	Yes	18140	35	3	17782	90	75	71	52	47	71	63	63	60	67	48	8	52	56	5	7-69.2	48.5	47
	No	251731	80	22	247669	97	91	92	79	71	88	87	81	82	86	81	35	80	86	25	7-81.2	68.2	81
	No Information Provided	1035	54	8	986	89	77	78	53	50	71	67	61	60	71	59	18	62	63	10	7-71.2	52.4	55
Bilingual/ESL Program:	Bilingual	247	30	1	241	89	74	64	41	35	61	57	60	54	63	42	7	48	50	3	7-66.8	45.3	41
	ESL	14479	32	2	14213	90	74	70	50	46	70	61	61	59	65	45	7	51	54	4	7-68.5	47.5	45
	Neither	255086	80	22	250942	97	91	92	78	71	88	86	81	81	86	80	35	80	86	25	7-81.1	68.0	80
	No Information Provided	1054	54	8	1002	90	78	78	53	50	71	67	61	60	71	59	18	61	63	10	7-71.2	52.4	55
Gifted/Talented Program:	Participants	36904	97	55	36733	99	98	99	94	90	97	97	94	94	96	97	70	96	98	59	7-88.6	84.3	95
	Nonparticipants	232958	74	15	228709	96	89	89	74	66	86	83	78	78	83	75	27	75	82	19	7-79.1	64.1	75
	No Information Provided	1044	54	9	995	90	78	79	53	50	71	66	61	60	71	59	18	61	63	10	7-71.2	52.4	55
At-Risk:	Yes	89082	51	4	86568	93	80	80	59	51	76	70	65	64	71	57	11	59	65	6	7-72.3	52.5	55
	No	180761	90	29	178854	98	95	95	85	79	93	92	87	88	91	88	44	88	94	33	7-84.3	73.8	87
	No Information Provided	1063	55	8	1015	90	77	78	53	50	71	67	61	61	71	59	18	61	64	10	7-71.3	52.4	5[illegible]
Career/Technology Education:	Elective	38007	77	19	37367	97	90	90	76	69	87	85	79	80	85	79	32	79	85	23	7-80.3	66.5	78
	Coherent Sequence	1257	84	29	1224	98	92	94	80	79	90	88	82	83	89	85	44	84	89	33	7-83.0	71.6	85
	Tech Prep	11	73	9	11	100	91	91	64	64	82	82	73	91	73	82	18	73	73	9	7-78.9	63.4	74
	No	229675	77	21	225954	97	90	90	77	70	87	85	80	80	84	78	33	78	84	24	7-80.4	66.9	79
	No Information Provided	1956	56	9	1881	90	78	78	55	51	73	68	64	63	72	60	18	64	64	10	7-72.0	53.4	56

GRADE 6 TAAS RESULTS

Spring 1999 Administration

Of the 267,452 students who tested, 79 percent met minimum expectations on all tests taken, and 17 percent mastered all objectives. The standard for meeting minimum expectations at Grade 6 is represented by a TLI score of 6-70 in reading and mathematics.

The table below shows results of the spring 1999 Grade 6 TAAS by subject area.

Grade 6 Student Performance by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale/ TLI Score
Reading	261,704	84	35	6-84.3
Mathematics	263,847	86	25	6-81.2

The following table shows the percentage of Grade 6 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test.

Grade 6 Academic Recognition by Subject Area

Reading	24.2%
Mathematics	27.5%

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Grade 6

MASTERY OF OBJECTIVES

by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Word Meaning	76
2: Supporting Ideas	96
3: Summarization	46
4: Relationships and Outcomes	69
5: Inferences and Generalizations	77
6: Point of View, Propaganda, and Fact and Opinion	79
Mathematics Objectives	
Domain: Concepts	
1: Number Concepts	97
2: Algebraic/Mathematical Relations and Functions	88
3: Geometric Properties and Relationships	82
4: Measurement Concepts	94
5: Probability and Statistics	67
Domain: Operations	
6: Use of Addition to Solve Problems	93
7: Use of Subtraction to Solve Problems	83
8: Use of Multiplication to Solve Problems	84
9: Use of Division to Solve Problems	86
Domain: Problem Solving	
10: Problem Solving Using Estimation	93
11: Problem Solving Using Solution Strategies	37
12: Problem Solving Using Mathematical Representation	79
13: Evaluation of the Reasonableness of a Solution	75

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS

GRADE: 06
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		198654	76
2. Supporting Ideas		251251	96
3. Summarization		119912	46
4. Relationships and Outcomes		181718	69
5. Inferences and Generalizations		202482	77
6. Point of View, Propaganda, and Fact and Opinion		206133	79
Number Tested: 261704	Met Minimum Expectations	221058	84
Texas Learning Index (TLI): 6-84.3	Mastered All Objectives	92441	35
MATHEMATICS			
Concepts			
1. Number Concepts		255073	97
2. Algebraic/Mathematical Relations and Functions		231812	88
3. Geometric Properties and Relationships		215866	82
4. Measurement Concepts		247568	94
5. Probability and Statistics		177960	67
Operations			
6. Use of Addition to Solve Problems		245388	93
7. Use of Subtraction to Solve Problems		219164	83
8. Use of Multiplication to Solve Problems		220606	84
9. Use of Division to Solve Problems		226439	86
Problem Solving			
10. Problem Solving Using Estimation		244732	93
11. Problem Solving Using Solution Strategies		96676	37
12. Problem Solving Using Mathematical Representation		209412	79
13. Evaluation of the Reasonableness of a Solution		197969	75
Number Tested: 263847	Met Minimum Expectations	228077	86
Texas Learning Index (TLI): 6-81.2	Mastered All Objectives	66018	25

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	297684	100
Students Absent From All Tests	1583	1
Students Exempt From All Tests: ARD	23581	8
Students Exempt From All Tests: LEP	4421	1
Other Students Not Tested	647	0
Number of Students Tested	267452	90

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	211781	79
Did Not Meet Minimum Expectations On:		
One Test Only	34926	13
Both Tests	20745	8

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Students		79	261704	84	6-84.3	69	263847	86	6-81.2	82
Male		77	130117	82	6-83.1	66	131905	85	6-80.9	82
Female		82	131500	87	6-85.4	72	131854	88	6-81.6	83
No Information Provided		52	87	56	6-73.0	40	88	64	6-73.4	62
Native American		79	768	85	6-84.6	70	770	86	6-81.2	82
Asian		91	6644	93	6-89.1	82	6688	96	6-86.0	93
African American		67	36102	77	6-79.9	56	36479	75	6-76.3	68
Hispanic		71	94368	77	6-80.0	56	95347	81	6-78.8	75
White		89	123406	92	6-88.6	80	124139	93	6-84.3	89
No Information Provided		52	416	63	6-74.2	42	424	60	6-71.4	56
Economic Disadvantaged:	Yes	69	119466	76	6-79.5	55	121025	80	6-78.2	73
	No	88	141443	92	6-88.3	80	142018	92	6-83.9	88
	No Information Provided	62	795	73	6-78.3	53	804	70	6-74.8	66
Title I, Part A:	Participants	73	120640	79	6-81.4	61	121958	83	6-79.5	78
	Nonparticipants	85	139763	89	6-86.8	76	140578	90	6-82.8	86
	No Information Provided	62	1301	71	6-77.5	51	1311	70	6-74.9	66
Migrant:	Yes	63	4728	68	6-76.4	46	4813	78	6-77.5	72
	No	80	256246	85	6-84.4	70	258290	87	6-81.3	83
	No Information Provided	57	730	68	6-76.2	47	744	66	6-73.5	62
Limited Eng. Proficient:	Yes	44	21245	51	6-69.7	30	21676	65	6-72.7	57
	No	82	239727	87	6-85.6	72	241427	88	6-82.0	84
	No Information Provided	57	732	68	6-76.4	48	744	66	6-73.7	63
Bilingual:	Participants	49	3105	54	6-70.9	33	3193	71	6-74.9	63
	Nonparticipants	80	257844	85	6-84.4	70	259882	87	6-81.3	83
	No Information Provided	57	755	68	6-76.4	47	772	67	6-73.7	63
ESL:	Participants	41	14982	48	6-68.4	28	15221	62	6-71.7	54
	Nonparticipants	82	245965	87	6-85.3	71	247853	88	6-81.7	84
	No Information Provided	57	757	68	6-76.4	48	773	66	6-73.6	62
Gifted/Talented:	Participants	98	34800	98	6-94.2	92	34785	99	6-88.2	96
	Nonparticipants	76	226181	82	6-82.8	64	228327	85	6-80.2	79
	No Information Provided	58	723	69	6-76.6	48	735	66	6-73.5	62
At-Risk:	Yes	56	85724	65	6-74.7	41	87262	70	6-74.5	62
	No	91	175258	94	6-89.0	81	175848	95	6-84.6	89
	No Information Provided	59	722	70	6-76.9	49	737	67	6-73.9	63
Oral Administration:	Math	45	3344	49	6-68.6	28	5609	58	6-70.5	50

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION										
						1	2	3	4	5	6					
						Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
All Students		267452	79	17	261704	76	96	46	69	77	79	84	35	6-84.3	60.5	69
Male		133941	77	17	130117	76	95	42	66	75	76	82	32	6-83.1	58.7	66
Female		133420	82	17	131500	76	97	50	72	80	81	87	38	6-85.4	62.3	72
No Information Provided		91	52	11	87	59	87	25	41	52	54	56	17	6-73.0	44.6	40
Native American		790	79	17	768	78	96	47	70	79	80	85	35	6-84.6	60.8	70
Asian		6719	91	34	6644	84	98	64	81	87	85	93	52	6-89.1	69.2	82
African American		37004	67	7	36102	68	94	36	58	67	70	77	23	6-79.9	52.9	56
Hispanic		96711	71	9	94368	64	94	37	59	68	70	77	24	6-80.0	53.3	56
White		125790	89	25	123406	86	98	55	80	87	88	92	47	6-88.6	67.8	80
No Information Provided		438	52	7	416	61	88	25	46	57	57	63	16	6-74.2	45.7	42
Economically Disadvantaged:	Free Meals	97833	67	7	94821	63	93	33	56	65	67	74	21	6-78.7	51.2	52
	Reduced Meals	19796	80	12	19378	75	96	43	67	77	79	85	31	6-83.7	58.7	66
	Other	5419	68	8	5267	61	94	33	56	65	66	74	21	6-78.6	51.2	52
	No	143579	88	25	141443	85	98	56	79	86	87	92	46	6-88.3	67.4	80
	No Information Provided	825	62	10	795	69	91	33	56	66	65	73	23	6-78.3	51.6	53
Title I, Part A:	Schoolwide Program Participants	120513	74	12	117639	69	95	39	63	72	73	80	28	6-81.6	55.9	61
	Targeted Assistance Participants	3090	54	2	2992	54	92	22	43	54	60	63	10	6-74.2	44.3	39
	Nonparticipants (Previous Participants)	3108	81	12	3014	74	96	40	67	77	80	86	29	6-83.7	58.5	66
	Homeless Participants at Non-Title I Schools	10	50	0	9	56	67	11	33	44	56	44	11	6-66.9	37.3	27
	Nonparticipants (Not Previous Participants)	139392	85	22	136749	83	97	52	76	83	84	89	43	6-86.9	64.9	76
	No Information Provided	1339	62	9	1301	66	90	34	57	63	62	71	23	6-77.5	50.5	51
Migrant:	Yes	4889	63	6	4728	55	92	30	51	60	62	68	17	6-76.4	48.0	46
	No	261799	80	17	256246	76	96	46	70	78	79	85	36	6-84.4	60.8	70
	No Information Provided	764	57	8	730	65	89	29	52	60	62	68	19	6-76.2	48.5	47
Limited English Proficient:	Yes	22034	44	2	21245	42	87	19	36	44	45	51	7	6-69.7	39.0	30
	No	244654	82	18	239727	79	97	48	72	80	82	87	38	6-85.6	62.4	72
	No Information Provided	764	57	8	732	64	90	30	51	61	62	68	20	6-76.4	48.7	48
Bilingual/ESL Program:	Bilingual	3226	49	3	3105	42	88	21	39	45	49	54	9	6-70.9	40.5	33
	ESL	15494	41	2	14982	40	86	17	33	41	42	48	6	6-68.4	37.4	28
	Neither	247931	82	18	242851	79	97	48	72	80	81	87	38	6-85.4	62.2	72
	No Information Provided	772	57	8	737	64	90	30	52	61	62	69	20	6-76.5	48.8	48
Gifted/Talented Program:	Participants	34939	98	50	34800	95	100	77	93	96	96	98	72	6-94.2	79.9	92
	Nonparticipants	231755	76	12	226181	73	95	41	66	75	76	82	30	6-82.8	57.5	64
	No Information Provided	758	58	9	723	65	90	30	52	61	62	69	20	6-76.6	49.0	48
At-Risk:	Yes	89236	56	3	85724	56	91	24	45	56	59	65	12	6-74.7	45.1	41
	No	177459	91	24	175258	86	98	57	81	88	89	94	47	6-89.0	68.1	81
	No Information Provided	757	59	9	722	65	90	31	53	62	64	70	21	6-76.9	49.4	49

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

Page 2 of 2

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																	
All Students		267452	79	17	263847	97	88	82	94	67	93	83	84	86	93	37	79	75	86	25	6-81.2	69.5	82
Male		133941	77	17	131905	96	89	80	94	67	91	81	81	84	93	40	78	75	85	27	6-80.9	69.3	82
Female		133420	82	17	131854	97	87	83	94	68	95	85	86	88	93	33	81	75	88	23	6-81.6	69.7	83
No Information Provided		91	52	11	88	89	82	73	88	49	80	65	68	66	86	17	61	53	64	11	6-73.4	56.3	62
Native American		790	79	17	770	97	87	81	94	68	92	83	82	86	92	39	79	77	86	26	6-81.2	69.6	82
Asian		6719	91	34	6688	99	94	90	98	80	97	93	94	96	97	56	91	88	96	45	6-86.0	80.4	93
African American		37004	67	7	36479	94	77	75	89	54	90	73	76	79	87	19	67	59	75	11	6-76.3	59.7	68
Hispanic		96711	71	9	95347	95	84	80	93	57	92	79	80	81	91	24	73	69	81	15	6-78.8	64.3	75
White		125790	89	25	124139	98	94	85	96	79	95	89	88	91	96	51	87	84	93	36	6-84.3	75.9	89
No Information Provided		438	52	7	424	89	72	66	83	47	78	63	63	62	82	19	55	54	60	11	6-71.4	53.4	56
Economically Disadvantaged:	Free Meals	97833	67	7	96200	95	82	78	91	55	90	76	78	79	89	22	70	65	78	13	6-77.5	61.9	71
	Reduced Meals	19796	80	12	19515	97	88	83	94	66	93	83	84	87	93	31	80	74	87	20	6-81.2	68.4	81
	Other	5419	68	8	5310	95	83	84	93	55	92	78	81	79	89	22	72	71	81	14	6-78.7	63.9	75
	No	143579	88	25	142018	98	92	84	96	77	95	88	88	91	95	48	86	82	92	34	6-83.9	75.1	88
	No Information Provided	825	62	10	804	91	78	70	86	55	82	70	68	72	86	26	63	63	70	15	6-74.8	58.5	66
Title I, Part A:	Schoolwide Program Participants	120513	74	12	118910	96	85	81	93	61	92	80	82	83	91	28	75	71	83	19	6-79.6	66.1	78
	Targeted Assistance Participants	3090	54	2	3039	95	81	72	87	46	88	70	71	76	87	12	59	51	71	5	6-74.7	55.7	61
	Nonparticipants (Previous Participants)	3108	81	12	3047	97	91	81	94	66	93	85	83	87	94	31	78	74	88	20	6-81.3	68.4	81
	Homeless Participants at Non-Title I Schools	10	50	0	9	100	78	44	67	44	67	22	44	67	78	11	33	33	56	0	6-66.7	45.0	41
	Nonparticipants (Not Previous Participants)	139392	85	22	137531	98	91	83	95	74	94	86	86	89	95	45	83	79	90	31	6-82.8	72.9	86
	No Information Provided	1339	62	9	1311	92	78	69	88	52	83	69	72	73	86	24	64	62	70	14	6-74.9	58.6	66
Migrant:	Yes	4889	63	6	4813	94	83	81	93	51	91	77	78	79	88	19	70	66	78	12	6-77.5	62.0	72
	No	261799	80	17	258290	97	88	82	94	68	93	83	84	86	93	37	80	75	87	25	6-81.3	69.7	83
	No Information Provided	764	57	8	744	91	76	66	85	51	80	67	68	68	84	23	61	59	66	13	6-73.5	56.4	62
Limited English Proficient:	Yes	22034	44	2	21676	92	76	72	87	37	86	64	70	68	84	11	55	54	65	5	6-72.7	53.6	57
	No	244654	82	18	241427	97	89	83	94	70	94	85	85	87	94	39	82	77	88	27	6-82.0	71.0	84
	No Information Provided	764	57	8	744	91	76	67	85	51	81	67	68	69	84	24	61	60	66	13	6-73.7	56.7	63
Bilingual/ESL Program:	Bilingual	3226	49	3	3193	93	78	75	91	40	90	69	76	76	86	13	61	61	71	7	6-74.9	57.0	63
	ESL	15494	41	2	15221	91	74	71	86	34	85	62	68	66	83	10	52	51	62	4	6-71.7	52.1	54
	Neither	247931	82	18	244652	97	89	83	94	70	94	85	85	87	93	39	81	77	88	27	6-81.9	70.8	84
	No Information Provided	772	57	8	753	91	77	68	86	51	81	66	67	69	84	23	61	59	67	13	6-73.7	56.7	63
Gifted/Talented Program:	Participants	34939	98	50	34785	99	97	92	99	90	99	96	96	98	98	73	96	94	99	60	6-88.2	86.5	96
	Nonparticipants	231755	76	12	228327	96	86	80	93	64	92	81	82	84	92	31	77	72	85	20	6-80.2	67.0	79
	No Information Provided	758	58	9	735	91	75	67	85	50	80	67	67	68	84	24	60	59	66	14	6-73.5	56.5	62
At-Risk:	Yes	89236	56	3	87262	94	79	74	89	46	87	68	71	72	86	15	60	56	70	7	6-74.5	56.2	62
	No	177459	91	24	175848	98	93	86	96	78	96	90	90	93	96	48	89	84	95	34	6-84.6	76.2	89
	No Information Provided	757	59	9	737	91	77	68	86	53	80	68	69	70	84	24	61	60	67	13	6-73.9	57.1	63

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GRADE 5 TAAS RESULTS

Spring 1999 Administration

Of the 257,831 students who tested, 82 percent met minimum expectations on all tests taken, and 23 percent mastered all objectives. The standard for meeting minimum expectations at Grade 5 is represented by a TLI score of 5-70 in reading and mathematics.

The table below shows results of the spring 1999 Grade 5 TAAS by subject area.

Grade 5 Student Performance by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale/ TLI Score
Reading	251,388	86	42	5-84.8
Mathematics	254,344	90	34	5-83.0

The following table shows the percentage of Grade 5 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test.

Grade 5 Academic Recognition by Subject Area

Reading	33.5%
Mathematics	18.9%

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Grade 5
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Word Meaning	58
2: Supporting Ideas	92
3: Summarization	67
4: Relationships and Outcomes	77
5: Inferences and Generalizations	92
6: Point of View, Propaganda, and Fact and Opinion	82
Mathematics Objectives	
Domain: Concepts	
1: Number Concepts	78
2: Algebraic/Mathematical Relations and Functions	96
3: Geometric Properties and Relationships	96
4: Measurement Concepts	92
5: Probability and Statistics	85
Domain: Operations	
6: Use of Addition to Solve Problems	88
7: Use of Subtraction to Solve Problems	81
8: Use of Multiplication to Solve Problems	86
9: Use of Division to Solve Problems	91
Domain: Problem Solving	
10: Problem Solving Using Estimation	86
11: Problem Solving Using Solution Strategies	69
12: Problem Solving Using Mathematical Representation	83
13: Evaluation of the Reasonableness of a Solution	57

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS

GRADE: 05
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	144920	58
2. Supporting Ideas	231444	92
3. Summarization	169334	67
4. Relationships and Outcomes	194237	77
5. Inferences and Generalizations	230797	92
6. Point of View, Propaganda, and Fact and Opinion	206397	82

Number Tested: 251388	Met Minimum Expectations	216144	86
Texas Learning Index (TLI): 5-84.8	Mastered All Objectives	106200	42

	Mastering Number	Mastering Percent
MATHEMATICS		
Concepts		
1. Number Concepts	197382	78
2. Algebraic/Mathematical Relations and Functions	244075	96
3. Geometric Properties and Relationships	245313	96
4. Measurement Concepts	234638	92
5. Probability and Statistics	217120	85
Operations		
6. Use of Addition to Solve Problems	223684	88
7. Use of Subtraction to Solve Problems	206836	81
8. Use of Multiplication to Solve Problems	218730	86
9. Use of Division to Solve Problems	230485	91
Problem Solving		
10. Problem Solving Using Estimation	218243	86
11. Problem Solving Using Solution Strategies	175983	69
12. Problem Solving Using Mathematical Representation	211613	83
13. Evaluation of the Reasonableness of a Solution	144613	57

Number Tested: 254344	Met Minimum Expectations	228016	90
Texas Learning Index (TLI): 5-83.0	Mastered All Objectives	87357	34

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	292292	100
Students Absent From All Tests	1056	0
Students Exempt From All Tests: ARD	24871	9
Students Exempt From All Tests: LEP	7749	3
Other Students Not Tested	785	0
Number of Students Tested	257831	88

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	211304	82
Did Not Meet Minimum Expectations On:		
One Test Only	31482	12
Both Tests	15045	6

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, M)	READING				MATHEMATICS			
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR
All Students		82	251388	86	5-84.8	71	254344	90	5-83.0	86
Male		81	124124	85	5-84.3	70	126646	90	5-83.0	86
Female		83	127187	87	5-85.3	72	127616	90	5-82.9	85
No Information Provided		62	77	71	5-78.2	55	82	76	5-76.9	72
Native American		83	723	87	5-85.2	71	741	90	5-82.7	85
Asian		94	6577	95	5-89.6	82	6636	98	5-87.7	94
African American		68	35644	76	5-79.2	55	36084	78	5-77.5	71
Hispanic		75	85858	79	5-80.7	59	87393	87	5-81.5	82
White		90	122183	93	5-89.1	81	123080	95	5-85.4	90
No Information Provided		55	403	64	5-74.7	45	410	69	5-73.7	63
Economic Disadvantaged:	Yes	73	117028	78	5-79.9	56	119133	84	5-80.3	79
	No	90	135573	93	5-89.2	81	134413	94	5-85.3	90
	No Information Provided	66	787	74	5-79.0	56	798	75	5-76.9	72
Title I, Part A:	Participants	77	143112	81	5-82.0	63	145339	87	5-81.6	82
	Nonparticipants	89	107301	93	5-88.7	80	108014	93	5-84.9	90
	No Information Provided	61	975	69	5-76.7	49	991	74	5-76.2	69
Migrant:	Yes	66	4140	69	5-76.2	46	4285	84	5-80.2	79
	No	82	246558	86	5-85.0	71	249361	90	5-83.0	86
	No Information Provided	63	690	71	5-77.5	52	698	73	5-76.0	69
Limited Eng. Proficient:	Yes	56	18718	59	5-71.8	35	19498	78	5-77.8	72
	No	84	231954	88	5-85.9	73	234121	91	5-83.4	87
	No Information Provided	61	716	69	5-76.9	51	725	73	5-75.7	69
Bilingual:	Participants	52	9673	54	5-69.7	30	10146	77	5-77.2	70
	Nonparticipants	83	240976	87	5-85.5	72	243450	90	5-83.2	86
	No Information Provided	63	739	70	5-77.0	50	748	74	5-76.1	69
ESL:	Participants	58	6476	62	5-72.8	37	6672	79	5-78.0	72
	Nonparticipants	83	244180	87	5-85.2	71	246931	90	5-83.1	86
	No Information Provided	62	732	70	5-77.0	51	741	74	5-76.0	69
Gifted/Talented:	Participants	98	31833	99	5-94.5	92	31860	99	5-89.4	97
	Nonparticipants	80	218869	84	5-83.4	66	221792	88	5-82.1	85
	No Information Provided	63	686	71	5-77.6	52	692	73	5-75.8	69
At-Risk:	Yes	60	80004	68	5-75.1	43	82189	76	5-76.8	60
	No	93	170694	95	5-89.4	81	171455	96	5-85.9	91
	No Information Provided	63	690	71	5-77.8	53	700	73	5-75.9	69
Oral Administration:	Math	51	4724	50	5-68.1	28	7982	66	5-72.9	57

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION										
						1	2	3	4	5	6					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery										
All Students		257831	82	23	251388	58	92	67	77	92	82	86	42	5-84.8	61.4	71
Male		128444	81	24	124124	58	91	67	77	91	80	85	42	5-84.3	60.8	70
Female		129303	83	22	127187	57	93	68	78	93	84	87	43	5-85.3	62.0	72
No Information Provided		84	62	13	77	45	90	56	68	84	73	71	35	5-78.2	52.8	55
Native American		749	83	22	723	61	92	67	77	92	82	87	43	5-85.2	61.8	71
Asian		6684	94	40	6577	68	97	80	87	97	89	95	56	5-89.6	69.2	82
African American		36623	68	10	35644	46	85	56	64	85	74	76	28	5-79.2	52.7	55
Hispanic		88593	75	14	85858	41	89	60	71	88	76	79	28	5-80.7	54.5	59
White		124760	90	32	122183	73	96	75	85	96	88	93	56	5-89.1	68.5	81
No Information Provided		422	55	10	403	37	80	47	59	76	64	64	23	5-74.7	47.2	45
Economically Disadvantaged:	Free Meals	95291	71	12	91899	39	87	56	67	86	74	76	25	5-79.1	52.0	54
	Reduced Meals	20426	82	18	19899	54	92	65	76	92	81	86	37	5-84.1	59.5	67
	Other	5403	70	12	5230	35	87	56	66	84	73	75	24	5-78.4	51.3	53
	No	135895	90	32	133573	72	96	76	85	96	89	93	56	5-89.2	68.6	81
	No Information Provided	816	66	14	787	45	84	56	66	83	71	74	30	5-79.0	53.0	56
Title I, Part A:	Schoolwide Program Participants	143638	77	18	139612	48	90	62	73	89	78	82	34	5-82.2	57.1	63
	Targeted Assistance Participants	3621	57	3	3496	29	83	40	57	82	64	66	13	5-74.7	45.1	41
	Nonparticipants (Previous Participants)	2532	77	11	2402	45	92	58	71	91	76	82	28	5-81.6	55.0	59
	Homeless Participants at Non-Title I Schools	5	40	0	4	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	107027	90	31	104899	72	95	76	84	96	88	93	55	5-88.9	68.0	80
	No Information Provided	1008	61	11	975	39	83	50	61	79	69	69	23	5-76.7	49.4	49
Migrant:	Yes	4352	66	9	4140	28	85	52	62	81	70	69	18	5-76.2	48.0	46
	No	252762	82	23	246558	58	92	68	78	92	82	86	43	5-85.0	61.7	71
	No Information Provided	717	63	13	690	42	83	52	63	82	68	71	27	5-77.5	51.0	52
Limited English Proficient:	Yes	19916	56	6	18718	18	79	44	54	75	63	59	11	5-71.8	41.9	35
	No	237171	84	24	231954	61	93	69	79	93	84	88	45	5-85.9	63.0	73
	No Information Provided	744	61	12	716	40	82	52	62	80	68	69	26	5-76.9	50.3	51
Bilingual/ESL Program:	Bilingual	10336	52	4	9673	14	76	40	50	70	60	54	8	5-69.7	39.2	30
	ESL	6864	58	6	6476	19	81	45	56	78	64	62	11	5-72.8	43.0	37
	Neither	239852	84	24	234488	61	93	69	79	93	84	88	45	5-85.8	62.9	73
	No Information Provided	735	62	12	707	39	83	52	62	81	69	70	25	5-77.1	50.4	51
Gifted/Talented Program:	Participants	31970	98	59	31833	88	99	90	95	99	96	99	78	5-94.5	79.2	92
	Nonparticipants	225151	80	18	218869	53	91	64	75	91	80	84	37	5-83.4	58.9	66
	No Information Provided	710	63	12	686	42	83	53	63	81	68	71	27	5-77.6	51.1	52
At-Risk:	Yes	84168	60	6	80004	30	82	46	59	81	66	68	16	5-75.1	46.1	43
	No	172945	93	31	170694	71	97	77	86	97	90	95	55	5-89.4	68.6	81
	No Information Provided	718	63	13	690	43	83	53	64	81	68	71	27	5-77.8	51.5	53

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																	
All Students		257831	82	23	254344	78	96	96	92	85	88	81	86	91	86	69	83	57	90	34	5-83.0	72.4	86
Male		128444	81	24	126646	77	96	97	93	86	86	82	86	90	86	71	83	59	90	36	5-83.0	72.6	86
Female		129303	83	22	127616	78	96	96	92	85	90	81	86	91	86	68	83	55	90	33	5-82.9	72.1	85
No Information Provided		84	62	13	82	61	91	91	91	82	83	62	71	82	77	57	70	45	76	21	5-76.9	62.2	72
Native American		749	83	22	741	76	96	97	92	86	88	82	88	90	87	68	82	52	90	32	5-82.7	71.7	85
Asian		6684	94	40	6636	91	99	98	97	93	94	92	96	98	95	83	93	75	98	56	5-87.7	83.3	94
African American		36623	68	10	36084	65	91	92	84	76	82	68	75	83	74	56	71	37	78	17	5-77.5	61.8	71
Hispanic		88593	75	14	87393	74	95	96	91	81	88	77	84	89	83	65	78	52	87	28	5-81.5	69.0	82
White		124760	90	32	123080	83	98	98	96	91	90	88	90	94	91	76	90	65	95	43	5-85.4	77.3	90
No Information Provided		422	55	10	410	53	86	88	82	70	70	64	67	74	69	50	67	35	69	14	5-73.7	56.8	63
Economically Disadvantaged:	Free Meals	95291	71	12	93666	70	94	95	88	79	85	73	80	86	79	61	75	46	83	24	5-79.8	65.9	78
	Reduced Meals	20426	82	18	20161	77	96	97	92	85	88	81	85	91	85	68	83	54	90	31	5-82.6	71.2	84
	Other	5403	70	12	5306	74	94	96	89	80	87	74	83	86	80	61	76	53	85	28	5-80.7	67.9	80
	No	135895	90	32	134413	83	98	98	95	90	90	88	91	94	91	76	89	65	94	43	5-85.3	77.3	90
	No Information Provided	816	66	14	798	61	90	90	85	74	77	71	74	80	76	56	72	41	75	20	5-76.9	62.2	72
Title I, Part A:	Schoolwide Program Participants	143638	77	18	141780	75	95	96	91	83	87	78	84	89	83	66	80	53	87	30	5-81.7	69.8	83
	Targeted Assistance Participants	3621	57	3	3554	58	92	92	84	72	79	65	71	82	72	53	64	30	76	10	5-76.1	58.0	65
	Nonparticipants (Previous Participants)	2532	77	11	2475	67	95	96	91	81	83	78	81	89	82	65	79	43	87	21	5-80.7	66.4	78
	Homeless Participants at Non-Title I Schools	5	40	0	5	60	100	100	60	40	80	80	80	80	80	40	60	40	80	20	5-74.2	55.2	60
	Nonparticipants (Not Previous Participants)	107027	90	31	105539	82	97	98	95	90	89	87	90	94	90	75	89	63	94	41	5-85.0	76.6	90
	No Information Provided	1008	61	11	991	60	90	91	84	74	78	67	72	78	73	52	68	40	74	18	5-76.2	60.6	69
Migrant:	Yes	4352	66	9	4285	71	94	95	89	77	88	73	82	86	80	62	75	50	84	25	5-80.2	66.6	79
	No	252762	82	23	249361	78	96	96	92	86	88	81	86	91	86	69	83	57	90	35	5-83.0	72.5	86
	No Information Provided	717	63	13	698	59	89	90	84	72	75	69	72	79	73	54	70	40	73	19	5-76.0	60.7	69
Limited English Proficient:	Yes	19916	56	6	19498	67	92	94	86	71	84	65	77	83	75	56	67	43	78	19	5-77.8	62.1	72
	No	237171	84	24	234121	79	96	97	93	87	88	83	87	91	87	70	85	58	91	36	5-83.4	73.3	87
	No Information Provided	744	61	12	725	59	88	90	84	72	75	67	71	77	73	53	70	40	73	19	5-75.7	60.3	69
Bilingual/ESL Program:	Bilingual	10336	52	4	10146	66	92	94	85	69	83	63	76	81	74	54	65	42	77	17	5-77.2	61.0	70
	ESL	6864	58	6	6672	67	91	93	86	72	84	67	77	84	76	57	69	42	79	19	5-78.0	62.5	72
	Neither	239852	84	24	236765	78	96	97	93	86	88	83	87	91	87	70	84	58	91	36	5-83.4	73.2	87
	No Information Provided	735	62	12	717	59	88	90	84	73	75	68	72	79	74	53	70	40	74	18	5-76.1	60.7	69
Gifted/Talented Program:	Participants	31970	98	59	31860	96	99	99	99	97	96	96	97	99	97	88	97	85	99	69	5-89.4	88.2	97
	Nonparticipants	225151	80	18	221792	75	95	96	91	84	87	79	84	89	84	66	81	53	88	29	5-82.1	70.1	83
	No Information Provided	710	63	12	692	58	89	90	84	72	75	69	72	78	73	53	70	40	73	19	5-75.8	60.4	69
At-Risk:	Yes	84168	60	6	82189	62	92	93	84	74	81	65	73	80	73	54	67	37	76	15	5-76.8	60.0	68
	No	172945	93	31	171455	85	98	98	96	91	92	89	92	96	92	77	91	67	96	44	5-85.9	78.3	91
	No Information Provided	718	63	13	700	58	89	90	84	73	74	69	71	77	73	53	70	40	73	19	5-75.9	60.6	69

GRADE 4 TAAS RESULTS

Spring 1999 Administration

Of the 259,335 students who tested, 78 percent met minimum expectations on all tests taken, and 20 percent mastered all objectives. The standard for meeting minimum expectations at Grade 4 is represented by a scale score of 1500 in writing and a TLI score of 4-70 in reading and mathematics.

The table below shows results of the spring 1999 Grade 4 TAAS by subject area.

Grade 4 Student Performance by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale/ TLI Score
Reading	246,478	88	52	4-84.8
Mathematics	251,193	87	35	4-80.5
Writing	240,632	88	43	1667

The following table shows the percentage of Grade 4 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test. On the writing test, students must answer correctly at least 95 percent of the multiple-choice items and receive a score of 4 on the written composition.

Grade 4 Academic Recognition by Subject Area

Reading	36.9%
Mathematics	24.6%
Writing	3.5%

Grade 4
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Word Meaning	77
2: Supporting Ideas	90
3: Summarization	68
4: Relationships and Outcomes	83
5: Inferences and Generalizations	83
6: Point of View, Propaganda, and Fact and Opinion	82
Mathematics Objectives	
Domain: Concepts	
1: Number Concepts	95
2: Algebraic/Mathematical Relations and Functions	95
3: Geometric Properties and Relationships	93
4: Measurement Concepts	94
5: Probability and Statistics	89
Domain: Operations	
6: Use of Addition to Solve Problems	92
7: Use of Subtraction to Solve Problems	77
8: Use of Multiplication to Solve Problems	77
9: Use of Division to Solve Problems	83
Domain: Problem Solving	
10/13*: Problem Solving: Estimation/Reasonableness	55
11: Problem Solving Using Solution Strategies	75
12: Problem Solving Using Mathematical Representation	82

* Note: At Grade 4, Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

Objective	Percent Mastered
Writing Objectives	
Composition *(The written composition measures Objectives 1 through 4, which are reported as a unit.)*	
1: Respond Appropriately to the Purpose/Audience Specified in a Given Situation	56*
2: Organize Ideas	
3: Demonstrate Control of the English Language	
4: Generate a Composition That Develops/Supports/Elaborates the Central Idea Stated in a Given Topic	
Multiple Choice	
5: Sentence Construction	79
6: English Usage	94
7: Use of Spelling, Capitalization, and Punctuation	72

* This number, after rounding, represents the percentage of students whose compositions received a score of either 3 or 4.

ADDITIONAL INFORMATION ON TAAS WRITING PERFORMANCE

The written composition portion of the test assesses writing Objectives 1 through 4. Responses are scored on a scale of 1 (low) to 4 (high). Statewide performance on the composition is as follows:

Score	Number of Students Achieving Score	Percent of Students Achieving Score
1	12,516	5
2	92,460	38
3	123,037	51
4	12,217	5

A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Technical Digest* as well as in the *Grade 4 Scoring Guide for Narrative Writing*, which was distributed to districts in August 1999.

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS

GRADE: 04
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		190811	77
2. Supporting Ideas		222720	90
3. Summarization		168725	68
4. Relationships and Outcomes		205383	83
5. Inferences and Generalizations		205031	83
6. Point of View, Propaganda, and Fact and Opinion		202199	82
Number Tested: **246478**	Met Minimum Expectations	217790	88
Texas Learning Index (TLI): **4-84.8**	Mastered All Objectives	129256	52
MATHEMATICS			
Concepts			
1. Number Concepts		238219	95
2. Algebraic/Mathematical Relations and Functions		238159	95
3. Geometric Properties and Relationships		233155	93
4. Measurement Concepts		235411	94
5. Probability and Statistics		223932	89
Operations			
6. Use of Addition to Solve Problems		231631	92
7. Use of Subtraction to Solve Problems		192362	77
8. Use of Multiplication to Solve Problems		193393	77
9. Use of Division to Solve Problems		208965	83
Problem Solving			
10/13. Problem Solving: Estimation/Reasonableness		139204	55
11. Problem Solving Using Solution Strategies		187334	75
12. Problem Solving Using Mathematical Representation		206572	82
Number Tested: **251193**	Met Minimum Expectations	218343	87
Texas Learning Index (TLI): **4-80.5**	Mastered All Objectives	87778	35
WRITING			
Written Communication			
1-4. Written Composition - Narrative		135254	56

Rating:	0	1	2	3	4
Number:	402	12516	92460	123037	12217
Percent:	0	5	38	51	5

		Mastering Number	Mastering Percent
5. Sentence Construction		190290	79
6. English Usage		225478	94
7. Use of Spelling, Capitalization, and Punctuation		173139	72
Number Tested: **240632**	Met Minimum Expectations	211786	88
Average Scale Score: **1667**	Mastered All Objectives	102432	43

ADMINISTRATION SUMMARY	**Number**	**Percent**
Total Answer Documents Submitted	293641	100
Students Absent From All Tests	106	0
Students Exempt From All Tests: ARD	21466	7
Students Exempt From All Tests: LEP	8678	3
Other Students Not Tested	4056	1
Number of Students Tested in:		
Reading, Mathematics	254191	87
Reading, Mathematics, Writing	259335	88

MINIMUM EXPECTATIONS SUMMARY	**Number**	**Percent**
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	208643	82
Reading, Mathematics, Writing	201464	78
Did Not Meet Minimum Expectations On:		
One Test Only	34056	13
Two Tests Only	15117	6
All Three Tests	8698	3

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS

GRADE: 04
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students		78	246478	88	4-84.8	72	251193	87	4-80.5	79	240632	88	1667
Male		75	121535	87	4-83.9	69	125060	87	4-80.4	79	118221	86	1647
Female		80	124840	90	4-85.7	74	126028	87	4-80.5	79	122381	90	1687
No Information Provided		50	103	76	4-78.3	52	105	63	4-72.8	58	30	67	1564
Native American		75	861	87	4-84.5	71	878	85	4-79.6	77	835	87	1666
Asian		91	6373	96	4-89.6	84	6469	96	4-85.3	91	6232	95	1740
African American		62	36749	79	4-79.4	55	37370	73	4-75.0	63	36280	80	1614
Hispanic		73	81431	84	4-81.8	62	83641	84	4-79.1	75	79786	85	1639
White		85	120540	94	4-88.3	81	122291	93	4-82.8	85	117272	92	1699
No Information Provided		55	524	74	4-77.3	51	544	63	4-71.8	56	227	69	1564
Economically Disadvantaged:	Yes	69	115470	82	4-80.8	59	118746	81	4-77.8	71	113112	83	1624
	No	86	130155	94	4-88.4	81	131565	93	4-82.9	85	127055	93	1706
	No Information Provided	61	853	78	4-79.4	57	882	69	4-73.7	62	465	75	1597
Title I, Part A:	Participants	72	145164	84	4-82.4	64	148468	83	4-78.9	75	142157	85	1640
	Nonparticipants	86	100354	94	4-88.4	81	101735	92	4-82.7	84	97862	93	1707
	No Information Provided	59	960	76	4-78.5	54	990	68	4-73.6	61	613	75	1591
Migrant:	Yes	68	3917	79	4-79.0	53	4103	83	4-78.7	74	3997	81	1617
	No	78	241708	89	4-84.9	72	246210	87	4-80.5	79	236203	88	1668
	No Information Provided	58	853	74	4-77.8	53	880	66	4-72.6	58	432	72	1578
Limited English Proficient:	Yes	61	18181	73	4-76.2	46	19400	78	4-76.8	68	17548	77	1587
	No	79	227486	90	4-85.5	74	230948	88	4-80.8	80	222657	89	1674
	No Information Provided	57	811	73	4-77.5	52	845	66	4-72.5	58	427	72	1577
Bilingual:	Participants	58	9458	70	4-75.0	42	10163	77	4-76.6	67	9128	74	1574
	Nonparticipants	79	236178	89	4-85.2	73	240157	87	4-80.6	79	231064	89	1671
	No Information Provided	57	842	74	4-77.6	52	873	66	4-72.6	59	440	71	1579
ESL:	Participants	65	5824	76	4-77.5	49	6233	79	4-77.2	70	5478	79	1593
	Nonparticipants	78	239809	89	4-85.0	72	244081	87	4-80.6	79	234707	88	1669
	No Information Provided	57	845	74	4-77.7	52	879	67	4-72.8	59	447	71	1577
Gifted/Talented:	Participants	97	28192	99	4-93.4	92	28239	99	4-87.0	94	27908	98	1797
	Nonparticipants	75	217474	87	4-83.7	68	222113	86	4-79.6	76	212306	87	1650
	No Information Provided	57	812	74	4-77.6	52	841	66	4-72.4	58	418	71	1577
At-Risk:	Yes	57	73210	73	4-76.5	46	76343	73	4-74.7	62	71553	76	1583
	No	87	172268	95	4-88.4	81	173819	93	4-83.0	85	168473	93	1703
	No Information Provided	58	1000	75	4-78.6	55	1031	67	4-73.2	60	606	73	1591
Oral Administration:	Math	46	5222	56	4-69.6	30	9267	63	4-71.5	52	4865	55	1509

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			READING												WRITING							
						READING COMPREHENSION (Percent of Students Demonstrating Objective Mastery)												WRITTEN COMMUNICATION (Percent of Students Demonstrating Objective Mastery)						
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students		259335	78	20	246478	77	90	68	83	83	82	88	52	4-84.8	62.0	72	240632	56	79	94	72	88	43	1667
Male		129262	75	18	121535	77	89	66	81	82	80	87	50	4-83.9	60.5	69	118221	52	76	93	68	86	37	1647
Female		129960	80	21	124840	78	92	71	86	85	84	90	55	4-85.7	63.5	74	122381	61	83	94	76	90	48	1687
No Information Provided		113	50	11	103	56	82	50	70	73	65	76	31	4-78.3	51.2	52	30	30	57	90	37	67	10	1564
Native American		926	75	19	861	75	91	67	84	82	83	87	52	4-84.5	61.5	71	835	57	78	93	72	87	42	1666
Asian		6588	91	38	6373	88	96	83	93	92	91	96	69	4-89.6	70.7	84	6232	69	91	96	90	95	62	1740
African American		38826	62	9	36749	65	84	56	71	73	72	79	36	4-79.4	52.7	55	36280	45	69	87	65	80	31	1614
Hispanic		86575	73	14	81431	70	88	60	78	77	76	84	41	4-81.8	56.2	62	79786	51	74	92	67	85	36	1639
White		125830	85	26	120540	86	94	77	90	90	89	94	64	4-88.3	68.3	81	117272	63	85	97	76	92	50	1699
No Information Provided		590	55	11	524	58	83	53	68	67	67	74	34	4-77.3	50.5	51	227	36	59	82	45	69	19	1564
Economically Disadvantaged:	Free Meals	96578	67	11	89861	66	86	56	74	74	73	81	36	4-80.1	53.6	57	87976	46	70	89	64	82	31	1618
	Reduced Meals	21348	77	16	20265	76	90	66	83	83	81	89	49	4-84.3	60.3	69	19840	53	77	94	71	88	38	1652
	Other	5750	66	12	5344	63	84	55	72	70	71	78	34	4-79.1	52.1	54	5296	49	70	87	62	81	33	1621
	No	134703	86	27	130155	86	94	78	90	90	89	94	65	4-88.4	68.6	81	127055	64	86	97	78	93	52	1706
	No Information Provided	956	61	13	853	64	84	55	72	74	72	78	38	4-79.4	53.7	57	465	43	67	86	54	75	28	1597
Title I, Part A:	Schoolwide Program Participants	148654	73	15	140438	72	88	62	79	79	78	85	45	4-82.6	57.9	65	137537	51	75	92	68	85	37	1642
	Targeted Assistance Participants	5060	57	4	4719	59	81	47	69	69	68	75	26	4-77.2	48.3	47	4612	40	60	88	54	77	21	1585
	Nonparticipants (Previous Participants)	3190	73	10	2954	74	88	62	81	80	80	87	42	4-82.9	57.2	63	2886	46	72	94	62	85	29	1621
	Homeless Participants at Non-Title I Schools	9	89	11	7	100	100	57	100	86	100	100	57	4-87.0	61.5	71	8	25	88	100	63	88	25	1594
	Nonparticipants (Not Previous Participants)	101351	86	27	97400	86	94	78	90	91	89	94	65	4-88.6	68.8	81	94976	65	86	97	79	93	53	1710
	No Information Provided	1071	59	13	960	61	83	51	70	71	69	76	35	4-78.5	52.1	54	613	47	62	82	55	75	28	1591
Migrant:	Yes	4408	68	12	3917	63	86	52	72	69	72	79	32	4-79.0	51.5	53	3997	47	69	89	62	81	32	1617
	No	253967	78	20	241708	78	90	69	84	83	82	89	53	4-84.9	62.2	72	236203	56	79	94	72	88	43	1668
	No Information Provided	960	58	13	853	60	82	53	70	70	68	74	36	4-77.8	51.4	53	432	39	61	82	52	72	24	1578
Limited English Proficient:	Yes	20428	61	8	18181	57	81	47	66	63	66	73	26	4-76.2	47.6	46	17548	40	66	83	54	77	24	1587
	No	237978	79	21	227486	79	91	70	85	85	83	90	55	4-85.5	63.2	74	222657	58	80	95	73	89	44	1674
	No Information Provided	929	57	12	811	60	82	52	69	69	68	73	35	4-77.5	51.0	52	427	39	60	81	51	72	23	1577
Bilingual/ESL Program:	Bilingual	10735	58	7	9458	54	80	44	63	59	64	70	22	4-75.0	45.7	42	9128	38	64	80	50	74	21	1574
	ESL	6592	65	9	5824	59	83	50	69	66	69	76	28	4-77.5	49.2	49	5478	41	67	85	58	79	25	1593
	Neither	241045	79	20	230346	79	91	70	85	85	83	89	54	4-85.4	63.0	73	225578	57	80	94	73	89	44	1673
	No Information Provided	922	57	13	816	60	82	52	69	69	69	74	36	4-77.7	51.3	53	430	37	62	82	52	71	23	1578
Gifted/Talented Program:	Participants	28591	97	52	28192	96	99	92	98	97	96	99	86	4-93.4	80.2	92	27908	80	97	99	92	98	74	1797
	Nonparticipants	229825	75	16	217474	75	89	65	82	81	80	87	48	4-83.7	59.7	68	212306	53	77	93	69	87	38	1650
	No Information Provided	919	57	12	812	60	81	52	69	69	68	74	35	4-77.6	51.0	52	418	39	61	83	52	71	24	1577
At-Risk:	Yes	80125	57	6	73210	57	80	47	66	66	66	73	25	4-76.5	47.7	46	71553	39	61	86	54	76	22	1583
	No	178079	87	26	172268	86	95	78	91	91	89	95	64	4-88.4	68.1	81	168473	64	87	97	80	93	52	1703
	No Information Provided	1131	58	13	1000	62	82	54	71	71	69	75	37	4-78.6	52.5	55	606	41	65	84	54	73	25	1591

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			MATHEMATICS																	
						CONCEPTS					OPERATIONS				PROBLEM SOLVING							
						1	2	3	4	5	6	7	8	9	10/13	11	12					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING: ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery																
All Students		259335	78	20	251193	95	95	93	94	89	92	77	77	83	55	75	82	87	35	4-80.5	66.9	79
Male		129262	75	18	125060	95	94	93	94	89	91	75	75	82	58	75	84	87	35	4-80.4	66.9	79
Female		129960	80	21	126028	95	96	93	94	90	93	78	79	85	53	74	81	87	35	4-80.5	67.0	79
No Information Provided		113	50	11	105	87	89	80	85	77	82	60	55	57	37	64	63	63	21	4-72.8	54.3	58
Native American		926	75	19	878	94	95	91	93	90	90	76	73	81	53	73	83	85	32	4-79.6	65.3	77
Asian		6588	91	38	6469	98	98	97	97	95	96	88	91	95	74	89	92	96	57	4-85.3	77.6	91
African American		38826	62	9	37370	91	91	85	86	79	87	64	65	75	36	59	69	73	18	4-75.0	57.0	63
Hispanic		86575	73	14	83641	94	94	92	93	86	93	75	75	81	48	69	77	84	29	4-79.1	64.1	75
White		125830	85	26	122291	97	96	95	96	94	93	81	82	87	65	82	89	93	43	4-82.8	71.4	85
No Information Provided		590	55	11	544	84	86	76	81	74	79	57	55	61	38	56	63	63	18	4-71.8	53.2	56
Economically Disadvantaged:	Free Meals	96578	67	11	92505	92	93	90	91	83	90	70	70	77	43	65	74	79	24	4-77.3	60.9	70
	Reduced Meals	21348	77	16	20722	95	95	93	94	89	92	77	77	83	52	73	82	87	32	4-80.2	65.9	78
	Other	5750	66	12	5519	92	92	91	92	83	92	73	69	79	45	64	76	80	26	4-77.8	61.9	71
	No	134703	86	27	131565	97	97	95	96	94	94	81	83	88	65	82	89	93	44	4-82.9	71.6	85
	No Information Provided	956	61	13	882	85	87	80	82	77	82	62	60	66	43	62	68	69	21	4-73.7	56.2	62
Title I, Part A:	Schoolwide Program Participants	148654	73	15	143637	94	94	91	92	86	92	74	74	81	49	70	78	84	30	4-79.1	64.3	75
	Targeted Assistance Participants	5060	57	4	4825	92	91	87	89	80	88	66	64	71	33	55	68	74	13	4-74.9	55.7	61
	Nonparticipants (Previous Participants)	3190	73	10	3066	95	93	91	94	88	89	74	73	79	47	70	79	86	25	4-79.0	63.0	73
	Homeless Participants at Non-Title I Schools	9	89	11	6	100	100	100	100	100	100	83	83	67	83	67	100	100	17	4-83.5	67.7	80
	Nonparticipants (Not Previous Participants)	101351	86	27	98669	96	96	95	96	94	93	80	82	87	66	82	89	92	44	4-82.8	71.5	85
	No Information Provided	1071	59	13	990	86	87	81	82	77	83	61	59	66	43	60	68	68	21	4-73.6	56.0	61
Migrant:	Yes	4408	68	12	4103	94	93	92	93	83	94	76	74	81	45	66	75	83	27	4-78.7	63.2	74
	No	253967	78	20	246210	95	95	93	94	89	92	77	77	83	56	75	82	87	35	4-80.5	67.0	79
	No Information Provided	960	58	13	880	85	85	78	81	75	81	60	57	64	41	59	65	66	20	4-72.6	54.4	58
Limited English Proficient:	Yes	20428	61	8	19400	92	92	90	91	79	92	71	70	77	40	61	71	78	23	4-76.8	60.1	68
	No	237978	79	21	230948	95	95	93	94	90	92	77	78	84	57	76	83	88	36	4-80.8	67.6	80
	No Information Provided	929	57	12	845	83	86	78	80	74	81	59	57	64	40	59	64	66	20	4-72.5	54.2	58
Bilingual/ESL Program:	Bilingual	10735	58	7	10163	91	91	91	91	78	92	70	69	77	39	59	70	77	21	4-76.6	59.5	67
	ESL	6592	65	9	6233	92	92	89	91	80	91	73	73	78	41	63	73	79	24	4-77.2	60.9	70
	Neither	241045	79	20	233916	95	95	93	94	90	92	77	78	84	57	76	83	88	36	4-80.7	67.5	80
	No Information Provided	922	57	13	847	84	86	78	81	75	81	60	57	65	41	60	65	66	20	4-72.7	54.6	59
Gifted/Talented Program:	Participants	28591	97	52	28239	99	99	99	99	98	97	90	93	96	85	94	97	99	68	4-87.0	82.1	94
	Nonparticipants	229825	75	16	222113	94	94	92	93	88	92	75	75	82	52	72	80	86	31	4-79.6	65.1	76
	No Information Provided	919	57	12	841	84	85	78	80	75	80	59	56	64	40	59	65	66	19	4-72.4	54.2	58
At-Risk:	Yes	80125	57	6	76343	91	91	87	88	79	88	65	64	71	34	56	66	73	16	4-74.7	56.2	62
	No	178079	87	26	173819	97	97	95	96	94	94	82	83	89	65	83	89	93	43	4-83.0	71.7	85
	No Information Provided	1131	58	13	1031	85	86	79	83	77	81	61	57	66	42	61	67	67	21	4-73.2	55.5	60

TEXAS ASSESSMENT OF ACADEMIC SKILLS
WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS

GRADE: 04
DISTRICT: STATEWIDE
CAMPUS:

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBER OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	5	128
Lacked language control	6	777
Lacked organization/structure	31	5446
Lacked support/elaboration	57	9137
Drifted from specified purpose	8	3420
Used wrong purpose	68	5250
Drifted from specified topic	0	257
Wrote off topic	101	
No writing attempted	127	
Indecipherable response	100	
Insufficient response to specified task	74	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	402	12516	92460	123037	12217	240632
PERCENT:	0	5	38	51	5	

GRADE 3 TAAS RESULTS

Spring 1999 Administration

Of the 255,490 students who tested, 78 percent met minimum expectations on all tests taken, and 35 percent mastered all objectives. The standard for meeting minimum expectations at Grade 3 is represented by a TLI score of 3-70 in reading and mathematics.

The table below shows results of the spring 1999 Grade 3 TAAS by subject area.

Grade 3 Student Performance by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale/ TLI Score
Reading	248,113	88	63	3-83.5
Mathematics	253,022	82	41	3-77.9

The following table shows the percentage of Grade 3 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test.

Grade 3 Academic Recognition by Subject Area

Reading	34.3%
Mathematics	21.7%

Grade 3
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Word Meaning	92
2: Supporting Ideas	86
3: Summarization	81
4: Relationships and Outcomes	84
5: Inferences and Generalizations	92
6: Point of View, Propaganda, and Fact and Opinion	82
Mathematics Objectives	
Domain: Concepts	
1: Number Concepts	91
2: Algebraic/Mathematical Relations and Functions	93
3: Geometric Properties and Relationships	93
4: Measurement Concepts	85
5: Probability and Statistics	95
Domain: Operations	
6: Use of Addition to Solve Problems	92
7: Use of Subtraction to Solve Problems	83
8/9*: Use of Multiplication/Division to Solve Problems	80
Domain: Problem Solving	
10/13*: Problem Solving: Estimation/Reasonableness	68
11: Problem Solving Using Solution Strategies	82
12: Problem Solving Using Mathematical Representation	79

*Note: At Grade 3, Objectives 8 and 9 and Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS

GRADE: 03
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	227261	92
2. Supporting Ideas	213670	86
3. Summarization	200064	81
4. Relationships and Outcomes	207949	84
5. Inferences and Generalizations	227905	92
6. Point of View, Propaganda, and Fact and Opinion	202445	82
Number Tested: 248113 / Met Minimum Expectations	217171	88
Texas Learning Index (TLI): 3-83.5 / Mastered All Objectives	157373	63
MATHEMATICS		
Concepts		
1. Number Concepts	231283	91
2. Algebraic/Mathematical Relations and Functions	234262	93
3. Geometric Properties and Relationships	236045	93
4. Measurement Concepts	214790	85
5. Probability and Statistics	240087	95
Operations		
6. Use of Addition to Solve Problems	231963	92
7. Use of Subtraction to Solve Problems	208815	83
8/9. Use of Multiplication/Division to Solve Problems	201494	80
Problem Solving		
10/13. Problem Solving: Estimation/Reasonableness	172069	68
11. Problem Solving Using Solution Strategies	206821	82
12. Problem Solving Using Mathematical Representation	198756	79
Number Tested: 253022 / Met Minimum Expectations	208713	82
Texas Learning Index (TLI): 3-77.9 / Mastered All Objectives	103776	41

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	- 287041	100
Students Absent From All Tests	1124	0
Students Exempt From All Tests: ARD	19297	7
Students Exempt From All Tests: LEP	10616	4
Other Students Not Tested	514	0
Number of Students Tested	255490	89

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	199839	78
Did Not Meet Minimum Expectations On:		
One Test Only	36051	14
Both Tests	19600	8

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, M)	READING				MATHEMATICS			
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR
All Students		78	248113	88	3-83.5	67	253022	82	3-77.9	72
Male		78	122309	86	3-82.5	64	125881	83	3-78.3	73
Female		79	125453	90	3-84.6	70	126780	82	3-77.5	71
No Information Provided		61	351	76	3-78.8	55	361	66	3-71.8	56
Native American		77	899	86	3-82.8	65	926	82	3-77.4	70
Asian		92	5948	95	3-87.5	78	6008	94	3-83.6	86
African American		59	38940	76	3-78.1	51	39642	65	3-70.6	52
Hispanic		73	80149	84	3-81.3	59	82185	79	3-76.0	66
White		87	121590	93	3-86.7	76	123659	90	3-81.3	80
No Information Provided		60	587	72	3-76.5	49	602	65	3-70.2	53
Economic Disadvantaged:	Yes	69	117431	81	3-80.1	56	120651	75	3-74.5	62
	No	87	129554	93	3-86.7	76	131218	90	3-81.1	80
	No Information Provided	65	1128	77	3-78.9	56	1153	70	3-72.6	59
Title I, Part A:	Participants	72	147454	84	3-81.5	61	150659	78	3-75.8	66
	Nonparticipants	87	99321	93	3-86.6	76	100997	90	3-81.1	80
	No Information Provided	63	1338	76	3-78.2	53	1366	69	3-72.1	58
Migrant:	Yes	68	3797	80	3-78.9	52	3952	75	3-74.9	63
	No	78	243242	88	3-83.6	68	247974	83	3-78.0	72
	No Information Provided	64	1074	76	3-78.4	54	1096	68	3-72.0	57
Limited Eng. Proficient:	Yes	70	21368	80	3-79.3	53	22233	77	3-75.4	64
	No	79	225030	88	3-84.0	69	229003	83	3-78.2	73
	No Information Provided	65	1715	76	3-78.1	52	1786	71	3-73.0	59
Bilingual:	Participants	70	11950	79	3-78.6	50	12530	77	3-75.4	64
	Nonparticipants	79	235101	88	3-83.8	68	239406	83	3-78.1	72
	No Information Provided	63	1062	76	3-78.2	54	1086	68	3-71.8	57
ESL:	Participants	73	6238	83	3-80.4	55	6460	78	3-75.7	65
	Nonparticipants	78	240801	88	3-83.7	68	245465	83	3-78.0	72
	No Information Provided	63	1074	76	3-78.2	54	1097	68	3-71.8	57
Gifted/Talented:	Participants	97	23649	99	3-90.9	88	23690	98	3-86.5	91
	Nonparticipants	76	223414	86	3-82.8	64	228257	81	3-77.1	69
	No Information Provided	63	1050	75	3-78.1	53	1075	68	3-71.9	57
At-Risk:	Yes	64	64370	77	3-77.9	49	67104	71	3-72.9	57
	No	84	182644	91	3-85.6	73	184793	87	3-79.8	77
	No Information Provided	63	1099	75	3-78.1	54	1125	68	3-72.0	57
Oral Administration:	Math	50	4904	57	3-69.0	29	8717	60	3-69.4	47

BEST COPY AVAILABLE

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION										
						1	2	3	4	5	6					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery										
All Students		255490	78	35	248113	92	86	81	84	92	82	88	63	3-83.5	59.4	67
Male		127126	78	35	122309	91	84	78	82	90	80	86	60	3-82.5	57.7	64
Female		127991	79	34	125453	93	88	83	85	93	83	90	66	3-84.6	61.1	70
No Information Provided		373	61	24	351	82	76	72	74	86	71	76	50	3-78.8	52.8	55
Native American		935	77	32	899	90	83	79	83	92	80	86	62	3-82.8	58.3	65
Asian		6068	92	53	5948	97	94	90	91	96	90	95	77	3-87.5	66.3	78
African American		40059	59	18	38940	84	75	70	73	85	71	76	47	3-78.1	50.5	51
Hispanic		83021	73	27	80149	89	83	76	81	89	77	84	56	3-81.3	54.9	59
White		124785	87	44	121590	96	92	86	89	96	87	93	73	3-86.7	64.9	76
No Information Provided		622	60	22	587	78	73	65	71	81	67	72	44	3-76.5	49.5	49
Economically Disadvantaged:	Free Meals	94837	67	23	91067	86	79	72	77	87	74	80	50	3-79.4	52.1	54
	Reduced Meals	21080	78	31	20467	92	86	80	84	92	81	88	62	3-83.3	58.4	66
	Other	6144	70	26	5897	86	80	75	77	86	76	81	52	3-79.8	52.8	55
	No	132248	87	44	129554	96	92	87	89	96	88	93	74	3-86.7	65.0	76
	No Information Provided	1181	65	26	1128	82	78	71	76	85	72	77	52	3-78.9	53.1	56
Title I, Part A:	Schoolwide Program Participants	146246	73	29	141759	89	83	77	81	89	78	84	58	3-81.7	56.1	61
	Targeted Assistance Participants	5925	62	15	5679	86	76	67	72	86	70	77	43	3-78.0	49.1	48
	Nonparticipants (Previous Participants)	2688	74	24	2524	91	83	76	80	91	77	85	56	3-82.0	56.1	61
	Homeless Participants at Non-Title I Schools	16	44	19	16	75	38	50	63	75	56	50	31	3-69.4	42.1	35
	Nonparticipants (Not Previous Participants)	99216	87	45	96797	96	92	87	89	96	88	93	74	3-86.8	65.1	76
	No Information Provided	1399	63	25	1338	82	76	68	76	83	71	76	50	3-78.2	51.8	53
Migrant:	Yes	3993	68	23	3797	85	79	71	79	85	73	80	49	3-78.9	50.8	52
	No	250370	78	35	243242	92	86	81	84	92	82	88	64	3-83.6	59.6	68
	No Information Provided	1127	64	25	1074	82	76	70	75	84	70	76	50	3-78.4	52.1	54
Limited English Proficient:	Yes	22547	70	24	21368	86	80	73	79	86	75	80	50	3-79.3	51.3	53
	No	231121	79	36	225030	92	87	81	84	93	82	88	65	3-84.0	60.2	69
	No Information Provided	1822	65	23	1715	82	77	71	76	83	71	76	48	3-78.1	51.0	52
Bilingual/ESL Program:	Bilingual	12654	70	24	11950	84	78	72	77	84	75	79	48	3-78.6	50.2	50
	ESL	6631	73	25	6238	88	82	75	81	88	76	83	52	3-80.4	52.8	55
	Neither	235069	79	35	228842	92	87	81	84	92	82	88	65	3-83.9	60.1	68
	No Information Provided	1088	63	25	1037	82	76	70	75	84	70	76	50	3-78.2	52.0	54
Gifted/Talented Program:	Participants	23787	97	70	23649	99	98	96	97	99	96	99	90	3-90.9	74.7	88
	Nonparticipants	230599	76	31	223414	91	85	79	82	91	80	86	61	3-82.8	57.8	64
	No Information Provided	1104	63	24	1050	82	76	69	75	84	70	75	50	3-78.1	51.8	53
At-Risk:	Yes	68016	64	19	64370	84	76	69	74	85	71	77	45	3-77.9	49.5	49
	No	186320	84	40	182644	94	90	85	87	94	85	91	70	3-85.6	62.9	73
	No Information Provided	1154	63	25	1099	82	76	70	75	83	70	75	50	3-78.1	51.9	54

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

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		ALL TESTS TAKEN (R, M)			MATHEMATICS																
						CONCEPTS					OPERATIONS			PROBLEM SOLVING							
						1	2	3	4	5	6	7	8/9	10/13	11	12					
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING: ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Percent of Students Demonstrating Objective Mastery															
All Students		255490	78	35	253022	91	93	93	85	95	92	83	80	68	82	79	82	41	3-77.9	62.3	72
Male		127126	78	35	125881	91	93	94	87	95	91	82	79	69	82	80	83	42	3-78.3	63.1	73
Female		127991	79	34	126780	92	92	93	83	95	92	83	81	67	81	77	82	40	3-77.5	61.5	71
No Information Provided		373	61	24	361	80	85	87	75	89	83	71	69	55	76	67	66	28	3-71.8	53.4	56
Native American		935	77	32	926	89	92	92	84	95	91	79	80	67	83	81	82	39	3-77.4	61.3	70
Asian		6068	92	53	6008	96	98	97	91	99	97	94	88	82	91	88	94	60	3-83.6	72.4	86
African American		40059	59	18	39642	86	85	86	74	88	83	70	68	52	68	64	65	23	3-70.6	50.9	52
Hispanic		83021	73	27	82185	90	91	92	83	94	91	80	77	64	77	73	79	34	3-76.0	58.7	66
White		124785	87	44	123659	93	96	96	89	98	95	88	85	75	89	87	90	51	3-81.3	67.9	80
No Information Provided		622	60	22	602	83	86	86	73	83	83	67	64	54	72	67	65	27	3-70.2	51.5	53
Economically Disadvantaged:	Free Meals	94837	67	23	93703	89	89	89	79	91	88	75	73	58	74	70	73	29	3-73.7	55.3	60
	Reduced Meals	21080	78	31	20871	92	93	94	84	95	92	83	79	67	81	78	83	38	3-77.6	61.2	70
	Other	6144	70	26	6077	90	90	92	81	92	90	80	76	65	75	71	77	34	3-75.5	58.1	65
	No	132248	87	44	131218	94	96	96	89	98	95	88	85	75	88	85	90	50	3-81.1	67.7	80
	No Information Provided	1181	65	26	1153	83	87	88	75	86	86	72	69	60	75	71	70	31	3-72.6	54.9	59
Title I, Part A:	Schoolwide Program Participants	146246	73	29	144776	90	91	91	82	93	90	79	77	64	78	74	78	35	3-75.9	58.9	66
	Targeted Assistance Participants	5925	62	15	5867	88	89	90	80	93	88	74	69	53	70	68	71	22	3-72.7	52.7	55
	Nonparticipants (Previous Participants)	2688	74	24	2657	89	92	93	84	95	91	79	75	63	79	78	80	32	3-76.1	58.4	66
	Homeless Participants at Non-Title I Schools	16	44	19	16	75	69	69	69	75	81	88	69	38	56	75	50	25	3-66.9	47.3	45
	Nonparticipants (Not Previous Participants)	99216	87	45	98340	93	96	96	89	98	95	88	85	76	88	86	90	51	3-81.3	68.0	80
	No Information Provided	1399	63	25	1366	84	86	88	75	85	86	71	69	58	72	69	69	30	3-72.1	54.1	58
Migrant:	Yes	3993	68	23	3952	90	90	90	82	92	90	79	76	63	74	70	75	32	3-74.9	56.9	63
	No	250370	78	35	247974	91	93	93	85	95	92	83	80	68	82	79	83	41	3-78.0	62.4	72
	No Information Provided	1127	64	25	1096	81	88	88	75	86	85	71	68	58	74	71	68	29	3-72.0	53.9	57
Limited English Proficient:	Yes	22547	70	24	22233	91	91	91	82	93	91	80	77	63	77	70	77	33	3-75.4	57.7	64
	No	231121	79	36	229003	92	93	94	85	95	92	83	80	69	82	79	83	42	3-78.2	62.8	73
	No Information Provided	1822	65	23	1786	85	88	88	78	88	87	74	70	58	75	70	71	30	3-73.0	55.0	59
Bilingual/ESL Program:	Bilingual	12654	70	24	12530	91	91	92	82	93	91	79	77	63	77	69	77	33	3-75.4	57.6	64
	ESL	6631	73	25	6460	91	91	90	83	93	91	81	76	63	78	72	78	32	3-75.7	58.0	65
	Neither	235069	79	35	232925	92	93	93	85	95	92	83	80	68	82	79	83	42	3-78.1	62.7	73
	No Information Provided	1088	63	25	1059	81	87	88	75	85	86	70	68	58	74	71	68	29	3-71.9	53.8	57
Gifted/Talented Program:	Participants	23787	97	70	23690	97	99	99	95	99	98	96	94	90	96	94	98	74	3-86.5	78.8	91
	Nonparticipants	230599	76	31	228257	91	92	93	84	94	91	81	78	66	80	77	81	38	3-77.1	60.6	69
	No Information Provided	1104	63	24	1075	81	87	88	75	85	86	70	69	58	73	70	68	29	3-71.9	53.7	57
At-Risk:	Yes	68016	64	19	67104	88	88	89	79	91	88	75	72	56	71	67	71	26	3-72.9	53.8	57
	No	186320	84	40	184793	93	94	95	87	96	93	86	83	72	86	83	87	47	3-79.8	65.4	77
	No Information Provided	1154	63	25	1125	81	87	88	75	85	85	70	68	58	74	70	68	29	3-72.0	53.8	57

GRADE 6 SPANISH TAAS RESULTS

Spring 1999 Administration

TAAS tests in Spanish are administered at Grades 3 through 6 in reading and mathematics; in addition, the Spanish TAAS writing test is administered at Grade 4. It is important to remember that LEP students who take the Spanish TAAS tests are not being exempted from the statewide assessment. The students for whom Spanish TAAS is determined to be the appropriate assessment are being tested in the same manner as students taking TAAS in English because both groups must demonstrate performance on the same academic skills in reading, mathematics, and writing.

Of the 1,706 Grade 6 students who tested, 25 percent met minimum expectations on all tests taken, and 2 percent mastered all objectives. The standard for meeting minimum expectations at Grade 6 is represented by a scale score of 1500.

The table below shows results of the spring 1999 Grade 6 Spanish TAAS by subject area.

Spanish Grade 6 Student Performance by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale Score
Reading	1,686	29	7	1443
Mathematics	1,667	50	4	1494

The following table shows the percentage of Grade 6 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test.

Spanish Grade 6 Academic Recognition by Subject Area

Reading	3.2%
Mathematics	4.9%

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Grade 6 Spanish
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Significado de Palabras (Word Meaning)	53
2: Ideas Complementarias (Supporting Ideas)	85
3: Resúmenes (Summarization)	15
4: Relaciones y Resultados (Relationships and Outcomes)	38
5: Inferencias y Generalizaciones (Inferences and Generalizations)	42
6: Punto de Vista, Propaganda, Hechos y Opiniones (Point of View, Propaganda, and Fact and Opinion)	35
Mathematics Objectives	
Area: Conceptos (Domain: Concepts)	
1: Conceptos Numéricos (Number Concepts)	81
2: Relaciones y Funciones Matemáticas/Algebraicas (Algebraic/Mathematical Relations and Functions)	67
3: Propiedades y Relaciones Geométricas (Geometric Properties and Relationships)	61
4: Conceptos de Medida (Measurement Concepts)	82
5: Probabilidad y Estadística (Probability and Statistics)	24
Area: Operaciones (Domain: Operations)	
6: Uso de la Suma Para Resolver (Use of Addition to Solve Problems)	82
7: Uso de la Resta Para Resolver Problemas (Use of Subtraction to Solve Problems)	50
8: Uso de la Multiplicación Para Resolver Problemas (Use of Multiplication to Solve Problems)	67
9: Uso de la División Para Resolver Problemas (Use of Division to Solve Problems)	65
Area: Resolución de Problemas (Domain: Problem Solving)	
10: Resolución de Problemas Usando Estimaciones (Problem Solving Using Estimation)	76
11: Uso de Estrategias Para Solucionar Problemas (Problem Solving Using Solution Strategies)	9
12: Resolución de Problemas Usando Representaciones Matemáticas (Problem Solving Using Mathematical Representation)	41
13: Resolución de problemas usando la evaluación de lo razonable (Evaluation of the Reasonableness of a Situation)	51

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS

GRADE: 06-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
Comprensión de lectura		
1. Significado de palabras	888	53
2. Ideas complementarias	1440	85
3. Resúmenes	247	15
4. Relaciones y resultados	647	38
5. Inferencias y generalizaciones	704	42
6. Punto de vista, propaganda, hechos y opiniones	590	35
Number Tested: 1686 Average Scale Score: 1443		
Met Minimum Expectations	489	29
Mastered All Objectives	115	7
MATEMÁTICAS (MATHEMATICS)		
Conceptos		
1. Conceptos numéricos	1356	81
2. Relaciones y funciones matemáticas/algebraicas	1118	67
3. Propiedades y relaciones geométricas	1022	61
4. Conceptos de medida	1360	82
5. Probabilidad y estadística	393	24
Operaciones		
6. Uso de la suma para resolver problemas	1369	82
7. Uso de la resta para resolver problemas	839	50
8. Uso de la multiplicación para resolver problemas	1125	67
9. Uso de la división para resolver problemas	1083	65
Resolución de problemas		
10. Resolución de problemas usando estimaciones	1260	76
11. Uso de estrategias para solucionar problemas	145	9
12. Resolución de problemas usando representaciones matemáticas	678	41
13. Resolución de problemas usando la evaluación de lo razonable	850	51
Number Tested: 1667 Average Scale Score: 1494		
Met Minimum Expectations	832	50
Mastered All Objectives	68	4

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1948	100
Students Absent From All Tests	10	1
Students Exempt From All Tests: ARD	65	3
Students Exempt From All Tests: LEP	161	8
Other Students Not Tested	6	0
Number of Students Tested	1706	88

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	432	25
Did Not Meet Minimum Expectations On:		
One Test Only	516	30
Both Tests	758	44

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING) Number Tested	LECTURA (READING) Pct Met Min Exp	LECTURA (READING) Avg Scale Score	MATEMÁTICAS (MATHEMATICS) Number Tested	MATEMÁTICAS (MATHEMATICS) Pct Met Min Exp	MATEMÁTICAS (MATHEMATICS) Avg Scale Score
All Students	25	1686	29	1443	1667	50	1494
Male	24	851	27	1434	841	49	1491
Female	27	831	31	1453	822	51	1497
No Information Provided	---	4	---	---	4	---	---
Native American	5	20	10	1402	19	16	1402
Asian	---	0	---	---	0	---	---
African American	---	2	---	---	2	---	---
Hispanic	26	1625	30	1444	1608	51	1496
White	---	3	---	---	3	---	---
No Information Provided	17	36	19	1432	35	37	1446
Economic Disadvantaged: Yes	26	1448	30	1446	1435	52	1499
No	21	198	25	1428	194	39	1465
No Information Provided	15	40	18	1430	38	39	1452
Title I, Part A: Participants	27	1368	30	1446	1357	52	1501
Nonparticipants	21	280	25	1432	273	40	1466
No Information Provided	16	38	18	1434	37	38	1446
Migrant: Yes	23	114	25	1434	111	50	1493
No	26	1530	30	1444	1516	50	1495
No Information Provided	14	42	17	1427	40	38	1446
Bilingual: Participants	29	921	33	1457	904	57	1521
Nonparticipants	20	707	24	1426	706	42	1463
No Information Provided	19	58	24	1434	57	37	1456
ESL: Participants	21	683	24	1426	681	41	1461
Nonparticipants	29	948	33	1456	932	57	1520
No Information Provided	22	55	25	1437	54	41	1462
Gifted/Talented: Participants	88	16	88	1584	15	100	1651
Nonparticipants	25	1630	29	1442	1613	50	1494
No Information Provided	13	40	15	1418	39	33	1437
At-Risk: Yes	25	1426	29	1443	1407	49	1494
No	29	216	33	1452	217	56	1503
No Information Provided	11	44	14	1418	43	35	1446
Oral Administration: Math	0	3	---	---	5	0	1422

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSIÓN DE LECTURA Percent of Students Demonstrating Objective Mastery								
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS COMPLEMENTARIAS	3 RESÚMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students		1706	25	2	1686	53	85	15	38	42	35	29	7	1443
Male		864	24	2	851	52	80	14	36	39	34	27	7	1434
Female		838	27	2	831	54	90	15	41	45	36	31	6	1453
No Information Provided		4	---	---	4	---	---	---	---	---	---	---	---	---
Native American		20	5	0	20	50	65	20	20	20	10	10	0	1402
Asian		0	---	---	0	---	---	---	---	---	---	---	---	---
African American		2	---	---	2	---	---	---	---	---	---	---	---	---
Hispanic		1645	26	2	1625	53	86	15	39	42	35	30	7	1444
White		3	---	---	3	---	---	---	---	---	---	---	---	---
No Information Provided		36	17	0	36	44	83	14	28	42	31	19	6	1432
Economically Disadvantaged:	Free Meals	1252	26	2	1238	53	87	14	39	41	35	29	7	1444
	Reduced Meals	42	33	5	41	51	83	27	41	41	41	34	12	1464
	Other	173	29	2	169	56	84	15	43	50	39	36	7	1454
	No	199	21	2	198	52	79	14	35	37	29	25	8	1428
	No Information Provided	40	15	0	40	48	83	13	25	43	35	18	5	1430
Title I, Part A:	Schoolwide Program Participants	1379	27	2	1361	53	87	15	39	42	35	30	7	1445
	Targeted Assistance Participants	7	14	0	7	71	100	14	29	71	71	29	14	1504
	Nonparticipants (Previous Participants)	0	---	---	0	---	---	---	---	---	---	---	---	---
	Homeless Participants at Non-Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	282	21	1	280	52	79	13	35	38	33	25	6	1432
	No Information Provided	38	16	0	38	45	84	13	29	45	29	18	5	1434
Migrant:	Yes	115	23	1	114	54	84	15	33	36	32	25	4	1434
	No	1549	26	2	1530	53	86	15	39	42	35	30	7	1444
	No Information Provided	42	14	0	42	48	83	12	24	40	36	17	5	1427
Bilingual/ESL Program:	Bilingual	926	29	3	921	57	91	17	43	46	41	33	8	1457
	ESL	697	21	1	683	47	78	12	33	36	27	24	6	1426
	Neither	30	17	0	29	48	90	0	41	45	21	17	0	1431
	No Information Provided	53	21	0	53	53	85	15	30	43	36	25	6	1437
Gifted/Talented Program:	Participants	16	88	19	16	81	100	38	88	100	75	88	25	1584
	Nonparticipants	1650	25	2	1630	53	85	14	38	41	35	29	7	1442
	No Information Provided	40	13	0	40	45	80	13	25	40	30	15	5	1418
At-Risk:	Yes	1443	25	2	1426	53	86	14	38	41	35	29	7	1443
	No	219	29	2	216	54	83	18	44	50	38	33	9	1452
	No Information Provided	44	11	0	44	43	80	11	25	36	30	14	5	1418

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)																
						CONCEPTOS					OPERACIONES				RESOLUCIÓN DE PROBLEMAS						
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 CONCEPTOS NUMERICOS	2 RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	3 PROPIEDADES Y RELACIONES GEOMETRICAS	4 CONCEPTOS DE MEDIDA	5 PROBABILIDAD Y ESTADISTICA	6 USO DE LA SUMA PARA RESOLVER PROBLEMAS	7 USO DE LA RESTA PARA RESOLVER PROBLEMAS	8 USO DE LA MULTIPLICACION PARA RESOLVER PROBLEMAS	9 USO DE LA DIVISION PARA RESOLVER PROBLEMAS	10 RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES	11 USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	12 RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	13 RESOLUCIÓN DE PROBLEMAS USANDO LA EVALUACION DE LO RAZONABLE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery															
All Students		1706	25	2	1667	81	67	61	82	24	82	50	67	65	76	9	41	51	50	4	1494
Male		864	24	2	841	78	66	58	81	24	77	49	66	64	75	10	40	51	49	5	1491
Female		838	27	2	822	85	68	64	82	23	87	52	69	66	76	7	41	51	51	3	1497
No Information Provided		4	---	---	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native American		20	5	0	19	53	53	26	68	5	63	16	37	16	68	0	21	32	16	0	1402
Asian		0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
African American		2	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic		1645	26	2	1608	82	68	62	82	24	82	51	68	66	76	9	41	51	51	4	1496
White		3	---	---	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		36	17	0	35	57	49	49	71	14	86	49	57	54	63	9	26	46	37	3	1446
Economically Disadvantaged:	Free Meals	1252	26	2	1226	85	68	63	82	24	83	52	69	67	76	9	43	52	52	4	1499
	Reduced Meals	42	33	5	41	85	73	68	85	34	90	56	63	73	85	10	49	56	54	2	1517
	Other	173	29	2	168	76	70	57	83	23	80	49	72	68	75	10	42	49	50	5	1498
	No	199	21	2	194	70	59	57	77	20	74	39	59	51	71	6	28	46	39	3	1465
	No Information Provided	40	15	0	38	58	50	50	71	13	87	50	61	55	66	8	29	47	39	3	1452
Title I, Part A:	Schoolwide Program Participants	1379	27	2	1350	83	69	64	83	25	82	51	69	66	77	9	43	52	52	5	1501
	Targeted Assistance Participants	7	14	0	7	86	86	57	100	57	100	86	86	71	100	0	29	57	57	0	1534
	Nonparticipants (Previous Participants)*	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Homeless Participants at Non-Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	282	21	1	273	75	60	52	76	18	80	46	62	59	72	6	32	46	40	2	1466
	No Information Provided	38	16	0	37	59	49	49	73	14	86	46	57	54	65	8	27	46	38	3	1446
Migrant:	Yes	115	23	1	111	82	74	62	85	18	82	50	73	64	81	7	44	51	50	3	1493
	No	1549	26	2	1516	82	67	61	82	24	82	51	67	65	75	9	41	51	50	4	1495
	No Information Provided	42	14	0	40	60	53	53	68	13	88	45	58	53	65	8	28	43	38	3	1446
Bilingual/ESL Program:	Bilingual	926	29	3	904	87	71	68	87	29	88	57	74	72	79	11	48	55	57	6	1521
	ESL	697	21	1	681	76	64	52	75	18	74	42	59	55	71	7	32	46	41	2	1461
	Neither	30	17	0	30	73	60	73	83	13	80	50	73	60	77	0	40	60	53	0	1487
	No Information Provided	53	21	0	52	65	54	54	73	15	85	50	58	63	71	8	31	48	40	2	1462
Gifted/Talented Program:	Participants	16	88	19	15	100	93	93	100	53	100	100	93	93	100	27	80	73	100	20	1651
	Nonparticipants	1650	25	2	1613	82	67	61	82	24	82	50	68	65	76	9	41	51	50	4	1494
	No Information Provided	40	13	0	39	56	46	51	67	10	85	46	54	51	67	5	26	44	33	0	1437
At-Risk:	Yes	1443	25	2	1407	82	67	62	82	23	82	49	68	65	76	8	40	51	49	4	1494
	No	219	29	2	217	78	74	58	81	27	82	57	69	67	76	11	45	55	56	6	1503
	No Information Provided	44	11	0	43	60	47	51	70	14	86	47	58	53	70	5	28	47	35	0	1446

GRADE 5 SPANISH TAAS RESULTS

Spring 1999 Administration

Of the 6,721 students who tested, 31 percent met minimum expectations on all tests taken, and 2 percent mastered all objectives. The standard for meeting minimum expectations at Grade 5 is represented by a scale score of 1500.

The table below shows results of the spring 1999 Grade 5 Spanish TAAS by subject area.

Spanish Grade 5 Academic Recognition by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale Score
Reading	6,605	33	4	1450
Mathematics	6,439	64	9	1543

The following table shows the percentage of Grade 5 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test.

Spanish Grade 5 Student Performance by Subject Area

Reading	1.5%
Mathematics	2.8%

Grade 5 Spanish
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Significado de Palabras (Word Meaning)	13
2: Ideas Complementarias (Supporting Ideas)	58
3: Resúmenes (Summarization)	18
4: Relaciones y Resultados (Relationships and Outcomes)	25
5: Inferencias y Generalizaciones (Inferences and Generalizations)	53
6: Punto de Vista, Propaganda, Hechos y Opiniones (Point of View, Propaganda, Facts and Opinions)	49
Mathematics Objectives	
Area: Conceptos (Domain: Concepts)	
1: Conceptos Numéricos (Number Concepts)	52
2: Relaciones y Funciones Matemáticas/Algebraicas (Algebraic/Mathematical Relations and Functions)	76
3: Propiedades y Relaciones Geométricas (Geometric Properties and Relationships)	87
4: Conceptos de Medida (Measurement Concepts)	75
5: Probabilidad y Estadística (Probability and Statistics)	47
Area: Operaciones (Domain: Operations)	
6: Uso de la Suma Para Resolver Problemas (Use of Addition to Solve Problems)	76
7: Uso de la Resta Para Resolver Problemas (Use of Subtraction to Solve Problems)	49
8: Uso de la Multiplicación Para Resolver Problemas (Use of Multiplication to Solve Problems)	63
9: Uso de la División Para Resolver Problemas (Use of Division to Solve Problems)	71
Area: Resolución de Problemas (Domain: Problem Solving)	
10: Resolución de Problemas Usando Estimaciones (Problem Solving Using Estimation)	59
11: Uso de Estrategias Para Solucionar Problemas (Problem Solving Using Solution Strategies)	41
12: Resolución de Problemas Usando Representaciones Matemáticas (Problem Solving Using Mathematical Representation)	51
13: Resolución de problemas usando la evaluación de lo razonable (Evaluation of the Reasonableness of a Situation)	28

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS

GRADE: 05-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
Comprensión de lectura		
1. Significado de palabras	853	13
2. Ideas complementarias	3850	58
3. Resumenes	1181	18
4. Relaciones y resultados	1624	25
5. Inferencias y generalizaciones	3489	53
6. Punto de vista, propaganda, hechos y opiniones	3240	49
Number Tested: **6605** / Met Minimum Expectations	2199	33
Average Scale Score: **1450** / Mastered All Objectives	234	4
MATEMÁTICAS (MATHEMATICS)		
Conceptos		
1. Conceptos numericos	3330	52
2. Relaciones y funciones matemáticas/algebraicas	4910	76
3. Propiedades y relaciones geometricas	5586	87
4. Conceptos de medida	4856	75
5. Probabilidad y estadistica	3024	47
Operaciones		
6. Uso de la suma para resolver problemas	4872	76
7. Uso de la resta para resolver problemas	3180	49
8. Uso de la multiplicacion para resolver problemas	4086	63
9. Uso de la división para resolver problemas	4559	71
Resolución de problemas		
10. Resolución de problemas usando estimaciones	3815	59
11. Uso de estrategias para solucionar problemas	2630	41
12. Resolución de problemas usando representaciones matematicas	3289	51
13. Resolución de problemas usando la evaluación de lo razonable	1790	28
Number Tested: **6439** / Met Minimum Expectations	4106	64
Average Scale Score: **1543** / Mastered All Objectives	597	9

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	7884	100
Students Absent From All Tests	19	0
Students Exempt From All Tests: ARD	356	5
Students Exempt From All Tests: LEP	672	9
Other Students Not Tested	116	1
Number of Students Tested	6721	85

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	2106	31
Did Not Meet Minimum Expectations On:		
One Test Only	2491	37
Both Tests	2124	32

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING)			MATEMÁTICAS (MATHEMATICS)		
		Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students	31	6605	33	1450	6439	64	1543
Male	28	3365	29	1438	3296	63	1541
Female	35	3231	38	1464	3134	65	1546
No Information Provided	22	9	22	1451	9	22	1481
Native American	40	5	40	1426	5	40	1448
Asian	---	0	---	---	0	---	---
African American	---	2	---	---	2	---	---
Hispanic	31	6525	33	1451	6363	64	1543
White	36	11	36	1464	10	70	1530
No Information Provided	18	62	23	1431	59	46	1505
Economic Disadvantaged: Yes	31	6087	33	1449	5926	64	1542
No	40	451	43	1473	448	70	1558
No Information Provided	18	67	22	1428	65	42	1501
Title I, Part A: Participants	32	6013	33	1450	5858	64	1544
Nonparticipants	32	502	34	1458	493	62	1538
No Information Provided	18	90	22	1435	88	50	1514
Migrant: Yes	22	422	23	1430	402	61	1529
No	32	6098	34	1452	5954	64	1545
No Information Provided	19	85	25	1435	83	41	1485
Bilingual: Participants	32	6310	33	1451	6155	64	1544
Nonparticipants	27	148	30	1437	142	59	1525
No Information Provided	28	147	31	1439	142	57	1531
ESL: Participants	12	72	14	1394	67	39	1476
Nonparticipants	32	6372	34	1451	6216	64	1544
No Information Provided	28	161	30	1439	156	56	1527
Gifted/Talented: Participants	47	116	50	1503	109	82	1616
Nonparticipants	31	6411	33	1450	6254	64	1542
No Information Provided	20	78	26	1436	76	45	1499
At-Risk: Yes	30	6107	32	1448	5953	63	1542
No	46	424	48	1485	414	72	1569
No Information Provided	19	74	23	1431	72	42	1496
Oral Administration: Math	15	23	4	1354	41	29	1460

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE JULY 1999
DATE OF TESTING SPRING 1999
GRADE 05-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSIÓN DE LECTURA 1	2	3	4	5	6			
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESUMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery								
All Students		6721	31	2	6605	13	58	18	25	53	49	33	4	1450
Male		3434	28	2	3365	13	54	17	23	47	44	29	4	1438
Female		3278	35	2	3231	13	63	19	27	59	54	38	4	1464
No Information Provided		9	22	0	9	22	56	11	22	44	44	22	0	1451
Native American		5	40	0	5	20	60	20	40	60	60	40	0	1426
Asian		0	---	---	0	---	---	---	---	---	---	---	---	---
African American		2	---	---	2	---	---	---	---	---	---	---	---	---
Hispanic		6641	31	2	6525	13	58	18	25	53	49	33	4	1451
White		11	36	0	11	0	64	36	36	55	45	36	0	1464
No Information Provided		62	18	0	62	16	50	15	18	44	39	23	3	1431
Economically Disadvantaged:	Free Meals	5445	30	2	5359	12	57	17	24	52	48	32	3	1447
	Reduced Meals	201	38	2	194	15	59	23	27	59	49	39	4	1462
	Other	550	37	1	534	13	68	20	29	56	52	39	2	1463
	No	457	40	2	451	18	63	23	31	59	55	43	6	1473
	No Information Provided	68	18	0	67	15	48	13	18	46	36	22	3	1428
Title I, Part A:	Schoolwide Program Participants	6096	31	2	5989	13	58	18	24	53	49	33	3	1450
	Targeted Assistance Participants	24	50	0	23	17	70	9	39	57	65	48	0	1480
	Nonparticipants (Previous Participants)	3	---	---	3	---	---	---	---	---	---	---	---	---
	Homeless Participants at Non-Title I Schools	1	---	---	1	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	506	32	2	499	13	61	20	28	56	51	34	5	1458
	No Information Provided	91	18	0	90	16	54	14	20	42	40	22	2	1435
Migrant:	Yes	435	22	1	422	9	56	14	19	41	44	23	1	1430
	No	6200	32	2	6098	13	59	18	25	54	50	34	4	1452
	No Information Provided	86	19	0	85	15	52	13	19	49	36	25	4	1435
Bilingual/ESL Program:	Bilingual	6420	32	2	6310	13	58	18	25	53	49	33	4	1451
	ESL	75	12	0	72	4	33	10	13	36	25	14	1	1394
	Neither	78	41	4	77	16	68	19	35	61	60	44	4	1477
	No Information Provided	145	28	1	143	13	57	13	21	52	47	31	3	1439
Gifted/Talented Program:	Participants	118	47	5	116	17	72	28	42	76	66	50	6	1503
	Nonparticipants	o524	31	2	6411	13	58	18	24	52	49	33	3	1450
	No Information Provided	79	20	0	78	18	51	14	18	47	37	26	5	1436
At Risk:	Yes	6219	30	2	6107	12	58	17	24	52	49	32	3	1448
	No	427	46	4	424	23	69	25	33	61	56	48	6	1485
	No Information Provided	75	19	0	74	14	49	12	19	47	38	23	3	1431

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)																
						CONCEPTOS					OPERACIONES				RESOLUCIÓN DE PROBLEMAS						
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 CONCEPTOS NUMERICOS	2 RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	3 PROPIEDADES Y RELACIONES GEOMETRICAS	4 CONCEPTOS DE MEDIDA	5 PROBABILIDAD Y ESTADISTICA	6 USO DE LA SUMA PARA RESOLVER PROBLEMAS	7 USO DE LA RESTA PARA RESOLVER PROBLEMAS	8 USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	9 USO DE LA DIVISIÓN PARA RESOLVER PROBLEMAS	10 RESOLUCION DE PROBLEMAS USANDO ESTIMACIONES	11 USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	12 RESOLUCION DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	13 RESOLUCIÓN DE PROBLEMAS USANDO LA EVALUACION DE LO RAZONABLE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery															
All Students		6721	31	2	6439	52	76	87	75	47	76	49	63	71	59	41	51	28	64	9	1543
Male		3434	28	2	3296	52	77	87	76	47	72	49	62	70	60	41	50	28	63	9	1541
Female		3278	35	2	3134	52	75	87	75	47	79	50	65	72	59	41	52	28	65	9	1546
No Information Provided		9	22	0	9	33	56	67	44	11	78	22	56	33	33	22	11	11	22	11	1481
Native American		5	40	0	5	0	40	100	60	40	60	20	40	60	20	20	40	0	40	0	1448
Asian		0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
African American		2	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic		6641	31	2	6363	52	76	87	75	47	76	50	64	71	59	41	51	28	64	9	1543
White		11	36	0	10	60	80	90	70	20	80	70	70	60	80	30	60	20	70	10	1530
No Information Provided		62	18	0	59	44	59	76	73	31	69	37	56	58	58	31	39	19	46	7	1505
Economically Disadvantaged:	Free Meals	5445	30	2	5203	51	76	86	75	46	75	48	62	70	58	40	50	26	63	9	1539
	Reduced Meals	201	38	2	192	56	82	88	79	52	75	57	67	73	62	42	53	31	68	11	1558
	Other	550	37	1	531	58	79	90	80	52	81	55	69	74	64	42	57	38	71	13	1566
	No	457	40	2	448	54	77	87	77	48	77	55	68	76	65	47	56	31	70	11	1558
	No Information Provided	68	18	0	65	43	58	77	72	28	68	34	54	55	58	31	42	18	42	6	1501
Title I, Part A:	Schoolwide Program Participants	6096	31	2	5841	52	77	87	75	47	76	50	63	71	59	41	51	28	64	9	1544
	Targeted Assistance Participants	24	50	0	16	63	88	81	88	56	94	56	94	94	38	38	38	19	81	6	1568
	Nonparticipants (Previous Participants)	3	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Homeless Participants at Non-Title I Schools	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	506	32	2	491	49	74	86	78	46	77	49	64	72	59	40	53	27	62	9	1538
	No Information Provided	91	18	0	88	48	65	78	76	32	68	41	56	59	59	35	38	19	50	6	1514
Migrant:	Yes	435	22	1	402	51	74	91	72	43	75	44	60	71	55	37	42	23	61	8	1529
	No	6200	32	2	5954	52	77	87	76	47	76	50	64	71	60	41	52	28	64	9	1545
	No Information Provided	86	19	0	83	35	58	75	69	30	64	35	51	54	51	25	42	17	41	5	1485
Bilingual/ESL Program:	Bilingual	6420	32	2	6155	52	76	87	76	47	76	50	64	71	59	41	51	28	64	9	1544
	ESL	75	12	0	67	34	72	79	60	30	55	27	49	61	48	30	31	6	39	1	1476
	Neither	78	41	4	76	53	84	91	76	46	79	55	72	75	66	45	70	39	76	17	1567
	No Information Provided	145	28	1	138	46	74	82	76	42	72	43	57	67	58	41	43	23	57	10	1531
Gifted/Talented Program:	Participants	118	47	5	109	62	93	91	85	71	83	64	72	79	75	61	69	44	82	22	1616
	Nonparticipants	6524	31	2	6254	52	76	87	75	47	76	49	63	71	59	41	51	28	64	9	1542
	No Information Provided	79	20	0	76	42	58	72	68	30	68	37	54	57	54	33	43	18	45	5	1499
At-Risk:	Yes	6219	30	2	5953	52	76	87	75	47	76	49	63	71	59	41	50	27	63	9	1542
	No	427	46	4	414	57	81	86	79	53	79	58	67	77	65	47	61	35	72	15	1569
	No Information Provided	75	19	0	72	36	58	75	68	26	64	36	50	56	56	29	43	19	42	6	1496

GRADE 4 SPANISH TAAS RESULTS

Spring 1999 Administration

Of the 12,056 students who tested, 40 percent met minimum expectations on all tests taken, and 4 percent mastered all objectives. The standard for meeting minimum expectations at Grade 4 is represented by a scale score of 1500.

The table below shows results of the spring 1999 Grade 4 Spanish TAAS by subject area.

Spanish Grade 4 Student Performance by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale Score
Reading	10,897	46	14	1491
Mathematics	10,640	72	15	1572
Writing	11,194	67	17	1572

The following table shows the percentage of Grade 4 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test.

Spanish Grade 4 Academic Recognition by Subject Area

Reading	6.0%
Mathematics	9.0%
Writing	0.6%

Grade 4 Spanish
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Significado de Palabras (Word Meaning)	54
2: Ideas Complementarias (Supporting Ideas)	60
3: Resúmenes (Summarization)	26
4: Relaciones y Resultados (Relationships and Outcomes)	52
5: Inferencias y Generalizaciones (Inferences and Generalizations)	53
6: Punto de Vista, Propaganda, Hechos y Opiniones (Point of View, Propaganda, Facts and Opinions)	56
Mathematics Objectives	
Area: Conceptos (Domain: Concepts)	
1: Conceptos Numéricos (Number Concepts)	82
2: Relaciones y Funciones Matemáticas/Algebraicas (Algebraic/Mathematical Relations and Functions)	82
3: Propiedades y Relaciones Geométricas (Geometric Properties and Relationships)	81
4: Conceptos de Medida (Measurement Concepts)	85
5: Probabilidad y Estadística (Probability and Statistics)	69
Area: Operaciones (Domain: Operations)	
6: Uso de la Suma Para Resolver Problemas (Use of Addition to Solve Problems)	88
7: Uso de la Resta Para Resolver Problemas (Use of Subtraction to Solve Problems)	60
8: Uso de la Multiplicación Para Resolver Problemas (Use of Multiplication to Solve Problems)	61
9: Uso de la División Para Resolver Problemas (Use of Division to Solve Problems)	69
Area: Resolución de Problemas (Domain: Problem Solving)	
10/13: Resolución de Problemas Usando Estimaciones/Evaluación de lo Razonable (Problem Solving Using Estimation/Evaluation of Reasonableness)	30 *
11: Uso de Estrategias Para Solucionar Problemas (Problem Solving Using Solution Strategies)	50
12: Resolución de Problemas Usando Representaciones Matemáticas (Problem Solving Using Mathematical Representation)	55

* Note: At Grade 4, Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

Objective	Percent Mastered
Writing Objectives	
Composition *(The written composition measures Objectives 1 through 4, which are reported as a unit.)*	
1: Responder apropiadamente al propósito/público indicado en un tema determinado (Respond Appropriately to the Purpose/Audience in a Given Situation)	29*
2: Organizar ideas (Organize Ideas)	
3: Demonstrar dominio del idioma español (Demonstrate Control of the Spanish Language)	
4: Redactar una composición escrita que desarrolle/apoye la idea principal de un tema determinado (Generate a Composition That Develops/Supports/Elaborates the Central Idea Stated in a Given Topic)	
Multiple Choice	
5: Estructura de Oraciones (Sentence Construction)	64
6: Uso del español (Spanish Usage)	88
7: Uso de ortografía, mayúsculas y puntuación (Use of Spelling, Capitalization, and Punctuation)	50

* This number, after rounding, represents the percentage of students whose compositions received a score of either 3 or 4.

ADDITIONAL INFORMATION ON TAAS WRITING PERFORMANCE

The written composition portion of the test assesses writing Objectives 1 through 4. Responses are scored on a scale of 1 (low) to 4 (high). Statewide performance on the composition is as follows:

Score	Number of Students Achieving Score	Percent of Students Achieving Score
1	1,340	12
2	6,509	58
3	3,059	27
4	225	2

A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Technical Digest* as well as in the *Spanish Grade 4 Scoring Guide for Narrative Writing*, which was distributed to districts in August 1999.

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS

Page 1 of 2

GRADE: 04-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

	Mastering Number	Mastering Percent
LECTURA (READING)		
Comprensión de lectura		
1. Significado de palabras	5874	54
2. Ideas complementarias	6588	60
3. Resumenes	2822	26
4. Relaciones y resultados	5656	52
5. Inferencias y generalizaciones	5733	53
6. Punto de vista, propaganda, hechos y opiniones	6079	56
Number Tested: 10897 — Met Minimum Expectations	4961	46
Average Scale Score: 1491 — Mastered All Objectives	1498	14
MATEMÁTICAS (MATHEMATICS)		
Conceptos		
1. Conceptos numéricos	8686	82
2. Relaciones y funciones matemáticas/algebraicas	8699	82
3. Propiedades y relaciones geometricas	8596	81
4. Conceptos de medida	9086	85
5. Probabilidad y estadística	7368	69
Operaciones		
6. Uso de la suma para resolver problemas	9341	88
7. Uso de la resta para resolver problemas	6435	60
8. Uso de la multiplicación para resolver problemas	6508	61
9. Uso de la división para resolver problemas	7380	69
Resolución de problemas		
10/13. Resolucion de problemas usando estimaciones/ evaluación de lo razonable	3212	30
11. Uso de estrategias para solucionar problemas	5330	50
12. Resolucion de problemas usando representaciones matemáticas	5860	55
Number Tested: 10640 — Met Minimum Expectations	7620	72
Average Scale Score: 1572 — Mastered All Objectives	1603	15
ESCRITURA (WRITING)		
Comunicación escrita		
1-4. Composicion escrita narrativa	3284	29

Rating:	0	1	2	3	4
Number:	61	1340	6509	3059	225
Percent:	1	12	58	27	2

	Mastering Number	Mastering Percent
5. Estructura de oraciones	7193	64
6. Uso del español	9902	88
7. Uso de ortografía, mayúsculas y puntuación	5597	50
Number Tested: 11194 — Met Minimum Expectations	7524	67
Average Scale Score: 1572 — Mastered All Objectives	1889	17

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	13793	100
Students Absent From All Tests	1	0
Students Exempt From All Tests: ARD	366	3
Students Exempt From All Tests: LEP	837	6
Other Students Not Tested	533	4
Number of Students Tested in:		
Reading, Mathematics	11091	80
Reading, Mathematics, Writing	12056	87

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	4806	43
Reading, Mathematics, Writing	4865	40
Did Not Meet Minimum Expectations On:		
One Test Only	3372	28
Two Tests Only	2203	18
All Three Tests	1616	13

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 04-SPANISH
STATEWIDE

ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	LECTURA (READING)			MATEMÁTICAS (MATHEMATICS)			ESCRITURA (WRITING)		
			Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students		40	10897	46	1491	10640	72	1572	11194	67	1572
Male		35	5347	41	1477	5253	71	1571	5534	61	1544
Female		46	5537	50	1505	5374	72	1574	5657	73	1601
No Information Provided		31	13	31	1401	13	62	1488	3	---	---
Native American		21	14	21	1432	13	54	1527	9	44	1557
Asian		---	2	---	---	3	---	---	2	---	---
African American		45	10	40	1511	9	56	1551	10	70	1626
Hispanic		40	10777	46	1491	10523	72	1573	11124	67	1573
White		22	18	33	1486	18	72	1556	17	59	1547
No Information Provided		31	76	30	1452	74	53	1514	32	69	1552
Economically Disadvantaged:	Yes	40	9899	45	1490	9647	71	1571	10234	67	1571
	No	48	909	52	1510	905	75	1586	922	73	1595
	No Information Provided	28	89	31	1460	88	52	1512	38	63	1530
Title I, Part A:	Participants	40	10203	46	1492	9959	72	1574	10498	67	1573
	Nonparticipants	41	583	45	1483	574	67	1553	627	67	1563
	No Information Provided	27	111	31	1451	107	54	1522	69	55	1524
Migrant:	Yes	37	605	40	1475	573	69	1561	658	62	1554
	No	41	10196	46	1492	9973	72	1573	10487	68	1574
	No Information Provided	29	96	33	1457	94	53	1514	49	59	1515
Bilingual:	Participants	40	10442	46	1492	10202	72	1573	10736	67	1574
	Nonparticipants	43	263	46	1494	251	71	1569	304	69	1562
	No Information Provided	31	192	35	1463	187	57	1537	154	53	1523
ESL:	Participants	40	102	40	1483	87	63	1548	141	65	1525
	Nonparticipants	41	10585	46	1492	10348	72	1573	10878	67	1574
	No Information Provided	30	210	35	1464	205	58	1538	175	52	1514
Gifted/Talented:	Participants	75	369	81	1598	347	94	1692	399	87	1686
	Nonparticipants	39	10435	44	1488	10202	71	1569	10745	67	1569
	No Information Provided	30	93	32	1455	91	53	1512	50	56	1514
At-Risk:	Yes	40	9908	45	1491	9711	72	1572	10239	67	1573
	No	43	890	48	1497	832	71	1578	898	68	1569
	No Information Provided	25	99	27	1445	97	47	1502	57	53	1515
Oral Administration:	Math	19	34	6	1375	83	39	1473	36	22	1406

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

115

	ALL TESTS TAKEN (R, W, M)			LECTURA (READING)										ESCRITURA (WRITING)								
					COMPRENSION DE LECTURA (Percent of Students Demonstrating Objective Mastery)										COMUNICACION ESCRITA (Percent of Students Demonstrating Objective Mastery)							
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS COMPLEMENTARIAS	3 RESUMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE	NUMBER OF STUDENTS TESTED	1-4 COMPOSICION ESCRITA (3 OR 4 REQUIRED)	5 ESTRUCTURA DE ORACIONES	6 USO DEL ESPANOL	7 USO DE ORTOGRAFIA, MAYUSCULAS Y PUNTUACION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students	12056	40	4	10897	54	60	26	52	53	56	46	14	1491	11194	29	64	88	50	67	17	1572
Male	5982	35	4	5347	53	56	23	46	47	52	41	12	1477	5534	25	60	86	45	61	13	1544
Female	6061	46	5	5537	55	65	29	58	58	60	50	16	1505	5657	34	69	91	55	73	20	1601
No Information Provided	13	31	0	13	38	54	8	23	54	38	31	0	1401	3	---	---	---	---	---	---	---
Native American	14	21	7	14	50	36	14	36	43	29	21	7	1432	9	56	56	89	44	44	22	1557
Asian	4	---	---	2	---	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---
African American	11	45	18	10	40	40	30	40	60	70	40	20	1511	10	40	70	90	40	70	30	1626
Hispanic	11925	40	4	10777	54	61	26	52	53	56	46	14	1491	11124	29	64	88	50	67	17	1573
White	18	22	6	18	50	44	22	50	44	44	33	17	1486	17	12	76	94	47	59	12	1547
No Information Provided	84	31	5	76	39	49	13	41	39	45	30	8	1452	32	31	56	97	38	69	13	1552
Economically Disadvantaged: Free Meals	9853	39	4	8896	53	60	25	52	52	55	45	13	1488	9205	28	64	88	49	66	16	1568
Reduced Meals	410	43	6	367	61	60	32	51	55	59	47	17	1503	377	31	67	91	54	68	19	1585
Other	695	45	7	636	58	65	26	54	58	59	50	15	1504	652	36	67	90	54	70	22	1603
No	998	48	5	909	60	64	32	56	58	59	52	17	1510	922	34	68	90	55	73	20	1595
No Information Provided	100	28	2	89	43	52	13	43	43	44	31	7	1460	38	29	58	89	39	63	13	1530
Title I, Part A: Schoolwide Program Participants	11183	41	4	10176	54	61	26	52	53	56	46	14	1492	10453	29	65	89	50	67	17	1574
Targeted Assistance Participants	49	33	6	27	59	81	33	74	52	56	52	15	1513	45	18	67	93	58	40	9	1511
Nonparticipants (Previous Participants)	4	---	---	4	---	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---
Homeless Participants at Non-Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	696	40	3	579	52	59	23	51	52	52	44	12	1483	624	32	59	86	46	66	16	1562
No Information Provided	124	27	4	111	44	47	12	41	40	48	31	8	1451	69	25	52	87	41	55	13	1524
Migrant: Yes	705	37	4	605	50	57	20	46	48	53	40	11	1475	658	31	59	84	43	62	16	1554
No	11240	41	4	10196	54	61	26	52	53	56	46	14	1492	10487	29	65	89	51	68	17	1574
No Information Provided	111	29	3	96	38	51	13	41	40	48	33	7	1457	49	29	53	90	33	59	10	1515
Bilingual/ESL Program: Bilingual	11502	40	4	10442	54	61	26	52	53	56	46	14	1492	10736	29	64	88	50	67	17	1574
ESL	154	40	4	102	51	55	29	47	42	49	40	15	1483	141	23	60	90	33	65	7	1525
Neither	176	45	5	161	57	67	32	60	55	57	50	17	1503	163	29	66	93	56	73	19	1595
No Information Provided	219	31	3	187	45	52	19	41	42	48	35	10	1462	151	25	58	79	34	52	11	1525
Gifted/Talented Program: Participants	421	75	16	369	78	87	52	85	79	79	81	41	1598	399	42	86	96	71	87	35	1686
Nonparticipants	11528	39	4	10435	53	60	25	51	52	55	44	13	1488	10745	29	64	88	49	67	16	1569
No Information Provided	107	30	3	93	38	48	15	40	40	48	32	10	1455	50	24	52	86	34	56	10	1514
At-Risk: Yes	10946	40	4	9908	54	61	26	52	53	56	45	14	1491	10239	29	65	88	50	67	17	1573
No	996	43	6	890	55	61	30	56	55	55	48	17	1497	898	31	62	88	49	68	18	1569
No Information Provided	114	25	2	99	37	46	11	35	36	46	27	5	1445	57	26	46	89	32	53	9	1515

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			MATEMÁTICAS (MATHEMATICS)															
						CONCEPTOS					OPERACIONES				RESOLUCIÓN DE PROBLEMAS					
						1	2	3	4	5	6	7	8	9	10/13	11	12			
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMÉRICOS	RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMÉTRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADÍSTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	USO DE LA DIVISIÓN PARA RESOLVER PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACIÓN DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMÁTICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery														
All Students		12056	40	4	10640	82	82	81	85	69	88	60	61	69	30	50	55	72	15	1572
Male		5982	35	4	5253	82	80	82	86	68	86	59	59	67	30	50	57	71	15	1571
Female		6061	46	5	5374	81	84	80	85	70	89	62	63	72	30	50	54	72	15	1574
No Information Provided		13	31	0	13	69	62	54	77	38	77	46	54	62	23	38	38	62	8	1488
Native American		14	21	7	13	54	85	62	69	54	92	38	54	54	31	54	46	54	15	1527
Asian		4	---	---	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
African American		11	45	18	9	89	56	56	78	67	78	44	56	67	44	56	56	56	11	1551
Hispanic		11925	40	4	10523	82	82	81	86	69	88	61	61	69	30	50	55	72	15	1573
White		18	22	6	18	78	78	67	83	50	89	61	50	61	22	50	50	72	11	1556
No Information Provided		84	31	5	74	65	73	59	73	53	81	38	51	55	27	42	46	53	12	1514
Economically Disadvantaged:	Free Meals	9853	39	4	8659	82	81	81	85	69	88	60	60	68	29	49	54	71	14	1569
	Reduced Meals	410	43	6	362	84	85	82	86	72	91	64	66	74	36	57	61	76	17	1592
	Other	695	45	7	626	79	83	83	90	72	91	67	64	74	37	53	62	78	19	1595
	No	998	48	5	905	85	84	81	84	73	87	62	66	74	34	55	58	75	18	1586
	No Information Provided	100	28	2	88	63	68	61	73	55	77	39	50	59	24	47	44	52	9	1512
Title I, Part A:	Schoolwide Program Participants	11183	41	4	9936	82	82	81	86	70	88	61	62	70	30	50	55	72	15	1574
	Targeted Assistance Participants	49	33	6	23	96	96	87	83	78	96	87	74	83	17	74	48	91	13	1618
	Nonparticipants (Previous Participants)	4	---	---	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Homeless Participants at Non-Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	696	40	3	571	78	76	77	80	64	81	56	56	67	27	49	53	67	13	1552
	No Information Provided	124	27	4	107	69	75	64	78	55	78	41	50	56	26	45	40	54	10	1522
Migrant:	Yes	705	37	4	573	79	79	80	86	65	88	60	60	66	25	46	50	69	13	1561
	No	11240	41	4	9973	82	82	81	85	70	88	61	61	70	30	50	55	72	15	1573
	No Information Provided	111	29	3	94	63	68	65	77	55	79	36	51	57	28	46	45	53	10	1514
Bilingual/ESL Program:	Bilingual	11502	40	4	10202	82	82	81	86	70	88	61	61	70	30	50	55	72	15	1573
	ESL	154	40	4	87	72	80	80	77	53	86	55	53	64	31	56	61	63	17	1548
	Neither	176	45	5	164	85	87	79	85	71	90	62	67	74	35	55	57	76	17	1583
	No Information Provided	219	31	3	182	70	74	73	76	54	85	51	53	60	26	49	51	58	12	1538
Gifted/Talented Program:	Participants	421	75	16	347	95	94	92	97	88	97	80	81	88	61	78	84	94	44	1692
	Nonparticipants	11528	39	4	10202	81	81	81	85	69	88	60	61	69	29	49	54	71	14	1569
	No Information Provided	107	30	3	91	62	71	64	76	55	79	37	47	56	30	45	44	53	9	1512
At-Risk:	Yes	10946	40	4	9711	82	82	81	86	70	88	61	61	70	30	50	55	72	15	1572
	No	996	43	6	832	78	77	81	83	67	87	60	63	69	34	53	57	71	19	1578
	No Information Provided	114	25	2	97	60	68	60	74	54	76	37	44	53	22	42	42	47	7	1502

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS

GRADE: 04-SPANISH
DISTRICT: STATEWIDE
CAMPUS:

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBER OF PAPERS	
	RATING OF 0	RATING OF 1
Faltó claridad	2	275
Faltó dominio del idioma	2	166
Faltó organización/estructura	4	660
Faltó desarrollo del tema	14	1240
Se desvió del propósito especificado	1	255
Usó el propósito equivocado	1	79
Se desvió del tema especificado	0	31
No respondió al tema especificado	42	
No intentó contestar	8	
La respuesta no se pudo entender	9	
La respuesta fue insuficiente para la tarea especificada	2	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	61	1340	6509	3059	225	11194
PERCENT:	1	12	58	27	2	

Grade 3 Spanish TAAS Results

Spring 1999 Administration

Of the 17,571 students who tested, 65 percent met minimum expectations on all tests taken, and 14 percent mastered all objectives. The standard for meeting minimum expectations at Grade 3 is represented by a scale score of 1500.

The table below shows results of the spring 1999 Grade 3 Spanish TAAS by subject area.

Spanish Grade 3 Student Performance by Subject Area

	Number Tested	Percent Meeting Minimum Expectations	Percent Mastering All Objectives	Average Scale Score
Reading	17,280	74	32	1574
Mathematics	17,186	74	22	1570

The following table shows the percentage of Grade 3 students who achieved Academic Recognition. Students receive Academic Recognition by answering correctly 95 percent or more of the items on a particular subject area test.

Spanish Grade 3 Academic Recognition by Subject Area

Reading	9.1%
Mathematics	9.2%

Grade 3 Spanish
MASTERY OF OBJECTIVES
by Subject Area

Objective	Percent Mastered
Reading Objectives	
1: Significado de Palabras (Word Meaning)	77
2: Ideas Complementarias (Supporting Ideas)	64
3: Resúmenes (Summarization)	51
4: Relaciones y Resultados (Relationships and Outcomes)	66
5: Inferencias y Generalizaciones (Inferences and Generalizations)	82
6: Punto de Vista, Propaganda, Hechos y Opiniones (Point of View, Propaganda, Facts and Opinions)	66
Mathematics Objectives	
Area: Conceptos (Domain: Concepts)	
1: Conceptos Numéricos (Number Concepts)	85
2: Relaciones y Funciones Matemáticas/Algebraicas (Algebraic/Mathematical Relations and Functions)	85
3: Propiedades y Relaciones Geométricas (Geometric Properties and Relationships)	88
4: Conceptos de Medida (Measurement Concepts)	72
5: Probabilidad y Estadística (Probability and Statistics)	87
Area: Operaciones (Domain: Operations)	
6: Uso de la Suma Para Resolver Problemas (Use of Addition to Solve Problems)	88
7: Uso de la Resta Para Resolver Problemas (Use of Subtraction to Solve Problems)	70
8/9*: Uso de la Multiplicación/División Para Resolver Problemas (Use of Multiplication/Division to Solve Problems)	72
Area: Resolución de Problemas (Domain: Problem Solving)	
10/13*: Resolución de Problemas Usando Estimaciones/Evaluación de lo Razonable (Problem Solving Using Estimation/Evaluation of Reasonableness)	50
11: Uso de Estrategias Para Solucionar Problemas (Problem Solving Using Solution Strategies)	71
12: Resolución de Problemas Usando Representaciones Matemáticas (Problem Solving Using Mathematical Representation)	60

* Note: At Grade 3, Objectives 8 and 9 and Objectives 10 and 13 on the Spanish TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

For more details on student performance at this grade level, please refer to the Summary Reports that follow.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS

GRADE: 03-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
Comprensión de lectura		
1. Significado de palabras	13242	77
2. Ideas complementarias	11118	64
3. Resúmenes	8792	51
4. Relaciones y resultados	11483	66
5. Inferencias y generalizaciones	14179	82
6. Punto de vista, propaganda, hechos y opiniones	11467	66
Number Tested: 17280 Average Scale Score: 1574 — Met Minimum Expectations	12730	74
Mastered All Objectives	5487	32
MATEMÁTICAS (MATHEMATICS)		
Conceptos		
1. Conceptos numéricos	14694	85
2. Relaciones y funciones matemáticas/algebraicas	14651	85
3. Propiedades y relaciones geométricas	15082	88
4. Conceptos de medida	12369	72
5. Probabilidad y estadística	15001	87
Operaciones		
6. Uso de la suma para resolver problemas	15101	88
7. Uso de la resta para resolver problemas	12061	70
8/9. Uso de la multiplicación/división para resolver problemas	12388	72
Resolución de problemas		
10/13. Resolución de problemas usando estimaciones/evaluación de lo razonable	8579	50
11. Uso de estrategias para solucionar problemas	12178	71
12. Resolución de problemas usando representaciones matemáticas	10395	60
Number Tested: 17186 Average Scale Score: 1570 — Met Minimum Expectations	12726	74
Mastered All Objectives	3839	22

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	21122	100
Students Absent From All Tests	57	0
Students Exempt From All Tests: ARD	637	3
Students Exempt From All Tests: LEP	2801	13
Other Students Not Tested	56	0
Number of Students Tested	17571	83

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	11358	65
Did Not Meet Minimum Expectations On:		
One Test Only	3416	19
Both Tests	2797	16

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING)			MATEMÁTICAS (MATHEMATICS)		
		Number Tested	Pct Met Min Exp	Average Scale Score	Number Tested	Pct Met Min Exp	Average Scale Score
All Students	65	17280	74	1574	17186	74	1570
Male	61	8463	69	1557	8463	74	1572
Female	68	8762	79	1591	8672	74	1568
No Information Provided	50	55	60	1535	51	57	1521
Native American	35	17	47	1517	15	47	1497
Asian	---	2	---	---	3	---	---
African American	80	15	80	1587	8	88	1605
Hispanic	65	17157	74	1575	17076	74	1570
White	75	31	77	1619	31	84	1640
No Information Provided	36	58	52	1503	53	42	1479
Economic Disadvantaged: Yes	64	15980	73	1573	15891	74	1569
No	71	1185	79	1595	1185	77	1581
No Information Provided	44	115	58	1523	110	53	1502
Title I, Part A: Participants	65	16147	74	1575	16072	74	1570
Nonparticipants	65	1003	74	1573	989	76	1570
No Information Provided	45	130	59	1532	125	56	1514
Migrant: Yes	61	852	68	1561	846	73	1567
No	65	16300	74	1575	16217	74	1570
No Information Provided	47	128	62	1534	123	54	1510
Bilingual: Participants	65	16640	74	1575	16550	74	1570
Nonparticipants	60	463	69	1560	460	69	1555
No Information Provided	51	177	64	1545	176	61	1532
ESL: Participants	49	60	58	1514	61	62	1528
Nonparticipants	65	17023	74	1575	16928	74	1570
No Information Provided	51	197	64	1545	197	60	1531
Gifted/Talented: Participants	86	638	89	1655	625	91	1656
Nonparticipants	64	16520	73	1572	16444	74	1567
No Information Provided	47	122	61	1534	117	56	1512
At-Risk: Yes	65	16300	74	1576	16207	75	1572
No	57	867	68	1555	871	66	1539
No Information Provided	44	113	58	1526	108	55	1505
Oral Administration: Math	28	79	23	1426	149	36	1477

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 03-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)	COMPRENSIÓN DE LECTURA: Percent of Students Demonstrating Objective Mastery								
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS COMPLEMENTARIAS	3 RESUMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students		17571	65	14	17280	77	64	51	66	82	66	74	32	1574
Male		8654	61	13	8463	73	59	47	63	77	62	69	27	1557
Female		8861	68	15	8762	80	70	55	70	87	71	79	36	1591
No Information Provided		56	50	7	55	73	44	35	51	73	58	60	18	1535
Native American		17	35	18	17	71	41	35	59	71	65	47	29	1517
Asian		3	---	---	2	---	---	---	---	---	---	---	---	---
African American		15	80	33	15	73	80	53	53	80	67	80	40	1587
Hispanic		17445	65	14	17157	77	64	51	66	82	66	74	32	1575
White		32	75	22	31	87	61	55	84	87	77	77	42	1619
No Information Provided		59	36	3	58	57	40	24	52	72	45	52	14	1503
Economically Disadvantaged:	Free Meals	14364	64	13	14123	76	64	50	66	81	66	73	31	1571
	Reduced Meals	663	73	20	649	82	70	60	73	84	71	79	40	1599
	Other	1223	69	18	1208	79	66	52	68	86	70	76	34	1587
	No	1204	71	16	1185	81	69	58	71	87	70	79	38	1595
	No Information Provided	117	44	4	115	63	46	31	57	75	54	58	15	1523
Title I, Part A:	Schoolwide Program Participants	16363	65	14	16102	77	64	51	67	82	66	74	32	1575
	Targeted Assistance Participants	48	83	13	44	86	75	55	77	89	75	86	30	1579
	Nonparticipants (Previous Participants)	16	63	0	15	80	80	47	67	80	73	80	33	1591
	Homeless Participants at Non-Title I Schools	1	---	---	1	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	1012	65	13	988	77	64	51	66	83	66	74	31	1572
	No Information Provided	131	45	5	130	68	48	32	55	78	56	59	15	1532
Migrant:	Yes	872	61	13	852	73	63	44	65	79	65	68	28	1561
	No	16570	65	14	16300	77	65	51	67	82	66	74	32	1575
	No Information Provided	129	47	7	128	67	48	34	57	78	58	62	17	1534
Bilingual/ESL Program:	Bilingual	16920	65	14	16640	77	65	51	67	82	67	74	32	1575
	ESL	61	49	7	60	62	48	30	52	73	53	58	15	1514
	Neither	408	61	14	405	77	62	48	66	80	61	70	31	1566
	No Information Provided	180	51	13	173	69	53	38	64	79	56	64	20	1545
Gifted/Talented Program:	Participants	641	86	33	638	90	80	71	82	92	82	89	54	1655
	Nonparticipants	16807	64	13	16520	76	64	50	66	82	66	73	31	1572
	No Information Provided	123	47	7	122	66	49	34	58	79	59	61	17	1534
At-Risk:	Yes	16570	65	14	16300	77	65	51	67	82	67	74	32	1576
	No	886	57	10	867	72	57	43	62	79	61	68	26	1555
	No Information Provided	115	44	4	113	65	46	30	57	76	54	58	12	1526

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TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 03-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)														
						CONCEPTOS					OPERACIONES			RESOLUCIÓN DE PROBLEMAS					
						1	2	3	4	5	6	7	8/9	10/13	11	12			
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMERICOS	RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMETRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADISTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACION/ DIVISION PARA RESOLVER PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACION DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery													
All Students		17571	65	14	17186	85	85	88	72	87	88	70	72	50	71	60	74	22	1570
Male		8654	61	13	8463	85	87	88	74	87	86	69	70	50	71	62	74	23	1572
Female		8861	68	15	8672	86	84	88	70	87	90	71	74	50	71	59	74	21	1568
No Information Provided		56	50	7	51	69	82	84	51	80	82	55	61	24	63	53	57	10	1521
Native American		17	35	18	15	87	73	67	73	67	93	47	53	20	53	47	47	13	1497
Asian		3	---	---	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---
African American		15	80	33	8	75	100	100	100	100	100	75	75	50	88	88	88	25	1605
Hispanic		17445	65	14	17076	86	85	88	72	87	88	70	72	50	71	61	74	22	1570
White		32	75	22	31	94	94	90	90	94	100	81	74	74	77	77	84	42	1640
No Information Provided		59	36	3	53	64	75	70	43	60	77	49	55	25	60	43	42	6	1479
Economically Disadvantaged:	Free Meals	14364	64	13	14031	85	85	87	72	87	87	69	71	49	70	60	73	21	1566
	Reduced Meals	663	73	20	650	89	89	91	76	92	93	80	79	56	75	67	82	28	1600
	Other	1223	69	18	1210	86	86	90	75	88	90	76	75	59	72	65	77	29	1589
	No	1204	71	16	1185	86	87	89	74	90	90	73	73	54	73	63	77	24	1581
	No Information Provided	117	44	4	110	64	77	76	51	70	82	52	64	33	65	43	53	9	1502
Title I, Part A:	Schoolwide Program Participants	16363	65	14	16027	86	85	88	72	87	88	70	72	50	71	60	74	23	1570
	Targeted Assistance Participants	48	83	13	44	93	86	98	77	95	98	91	91	64	89	66	93	30	1623
	Nonparticipants (Previous Participants)	16	63	0	12	83	75	100	50	92	83	58	67	50	75	67	75	8	1558
	Homeless Participants at Non-Title I Schools	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	1012	65	13	977	86	86	87	73	88	87	70	72	49	73	62	76	20	1570
	No Information Provided	131	45	5	125	69	77	77	57	72	81	53	66	36	63	46	56	11	1514
Migrant:	Yes	872	61	13	846	84	83	86	72	86	89	71	74	50	68	59	73	21	1567
	No	16570	65	14	16217	86	85	88	72	87	88	70	72	50	71	61	74	22	1570
	No Information Provided	129	47	7	123	65	79	80	53	74	81	50	64	34	66	45	54	12	1510
Bilingual/ESL Program:	Bilingual	16920	65	14	16550	86	85	88	72	88	88	70	72	50	71	61	74	22	1570
	ESL	61	49	7	61	75	79	79	59	75	79	54	57	54	64	54	62	16	1528
	Neither	408	61	14	401	81	83	88	66	84	85	68	67	46	68	60	70	20	1559
	No Information Provided	180	51	13	172	71	78	78	60	73	86	57	65	42	70	54	60	21	1531
Gifted/Talented Program:	Participants	641	86	33	625	93	96	95	81	94	94	85	85	72	87	80	91	46	1656
	Nonparticipants	16807	64	13	16444	85	85	88	72	87	88	70	72	49	70	60	74	22	1567
	No Information Provided	123	47	7	117	68	79	79	55	74	84	50	66	32	66	47	56	11	1512
At-Risk:	Yes	16570	65	14	16207	86	86	88	73	88	88	71	72	51	71	61	75	23	1572
	No	886	57	10	871	77	81	85	63	81	83	61	66	41	67	57	66	16	1539
	No Information Provided	115	44	4	108	66	78	77	52	71	81	50	63	36	65	44	55	9	1505

SECTION IV

END-OF-COURSE EXAMINATIONS

Spring 1999 Administration

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ALGEBRA I END-OF-COURSE RESULTS

Spring 1999 Administration

End-of-course examinations are administered at the end of the last semester of the appropriate course and provide requisite statewide, regional, district, and campus-level data on specified secondary-level courses in various content areas. The school district may use the end-of-course tests for local purposes.

The State Board of Education set the passing standard for the Algebra I end-of-course examination at an equivalent of 70 percent of the items correct, represented by a scale score of 1500. Results of the spring 1999 administration showed that 45 percent of the 276,319 students tested passed the Algebra I exam. Fifteen percent mastered all objectives. The percentage of students mastering each objective ranged from 32 to 67 percent.

ALGEBRA I RESULTS BY GRADE LEVEL AND ETHNICITY

The following tables present data by grade level and ethnicity for the Algebra I end-of-course test administered in spring 1999. The first table shows the number of students tested at each grade level and the percentage of those students who passed; these percentages ranged from 20 percent passing at Grade 11 to 90 percent passing at Grade 6. The second table indicates the percentage passing by ethnicity at Grades 8, 9, and 10, which were the grade levels with the greatest number of tested students. Across the ethnic groups shown, performance was highest at Grade 8 and lowest at Grade 10.

Algebra I End-of-Course Test — Percent Passing By Grade Level

Grade Level	Number Tested*	Percent Passing
5	7	43
6	63	90
7	3,363	89
8	56,550	83
9	167,854	38
10	37,774	22
11	7,913	20
12	1,960	24

* Note: The total number of students in this column is less than the total number of students tested as it appears on the summary report because not all of the answer documents provided grade-level information.

Algebra I End-of-Course Test — Percent Passing By Ethnicity

Grade	All	African American	Hispanic	White
8	83	66	71	89
9	38	22	27	50
10	22	15	19	27

Algebra I
MASTERY OF OBJECTIVES

Objective	Percent Mastered
1: Characteristics of Graphing	67
2: Applications of Graphing	55
3: Linear Functions	60
4: Linear Equations/Inequalities	42
5: Quadratic Equations	49
6: Polynomials	48
7: Exponents, Quadratic Situations, and Right Triangles	51
8: One- or Two-Variable Situations	32
9: Probability, Ratio and Proportion, Data Analysis	63

For more details on student performance, please refer to the Summary Reports that follow.

TEXAS END-OF-COURSE — ALGEBRA I
SUMMARY REPORT
ALL STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	184839	67
2. Applications of Graphing	151444	55
3. Linear Functions	167097	60
Equations and Inequalities		
4. Linear Equations/Inequalities	116753	42
5. Quadratic Equations	134087	49
6. Polynomials	132806	48
Problem Solving		
7. Exponents, Quadratic Situations, and Right Triangles	140839	51
8. One- or Two-Variable Situations	89579	32
9. Probability, Ratio and Proportion, Data Analysis	174692	63

Number Tested:	276319	Passed	124245	45
Average Scale Score:	1485	Mastered All Objectives	42440	15

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	304060	100
Students Absent	22012	7
Students Exempt-ARD	4922	2
Other Students Not Tested	807	0
Number of Students Tested	276319	91

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Students		276319	45	1485
Male		138255	45	1483
Female		137830	45	1488
No Information Provided		234	22	1395
Native American		795	47	1490
Asian		7898	73	1605
African American		35818	25	1416
Hispanic		96708	32	1439
White		132782	58	1532
No Information Provided		2318	26	1413
Economically Disadvantaged:	Yes	96714	31	1435
	No	176575	53	1514
	No Information Provided	3030	27	1418
Title I, Part A:	Participants	73082	38	1458
	Nonparticipants	200382	48	1497
	No Information Provided	2855	26	1412
Migrant:	Yes	4363	26	1413
	No	268988	45	1487
	No Information Provided	2968	26	1413
Limited English Proficient:	Yes	19343	19	1392
	No	254046	47	1493
	No Information Provided	2930	27	1415
Bilingual:	Participants	74	23	1376
	Nonparticipants	273354	45	1486
	No Information Provided	2891	26	1411
ESL:	Participants	15513	18	1389
	Nonparticipants	257951	47	1492
	No Information Provided	2855	25	1409
Gifted/Talented:	Participants	30781	80	1660
	Nonparticipants	242673	40	1464
	No Information Provided	2865	25	1407
At-Risk:	Yes	97034	22	1405
	No	174005	59	1533
	No Information Provided	5280	21	1400
Career/Technology Ed.:	Participants	108133	36	1455
	Nonparticipants	162448	51	1508
	No Information Provided	5738	22	1402
Oral Administration		276	14	1371

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TEXAS END-OF-COURSE — ALGEBRA I

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALGEBRA I												
			GRAPHING			EQUATIONS AND INEQUALITIES			PROBLEM SOLVING					
			1	2	3	4	5	6	7	8	9			
		NUMBER OF STUDENTS TESTED	CHARACTERISTICS OF GRAPHING	APPLICATIONS OF GRAPHING	LINEAR FUNCTIONS	LINEAR EQUATIONS/INEQUALITIES	QUADRATIC EQUATIONS	POLYNOMIALS	EXPONENTS, QUADRATIC SITUATIONS, AND RIGHT TRIANGLES	ONE- OR TWO-VARIABLE SITUATIONS	PROBABILITY, RATIO AND PROPORTION, DATA ANALYSIS	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Percent of Students Demonstrating Objective Mastery											
All Students		276319	67	55	60	42	49	48	51	32	63	45	15	1485
Male		138255	65	54	60	42	46	46	51	34	64	45	15	1483
Female		137830	69	55	61	43	51	50	51	31	62	45	15	1488
No Information Provided		234	44	36	35	28	33	29	29	20	44	22	7	1395
Native American		795	69	56	62	45	51	48	53	32	68	47	15	1490
Asian		7898	86	78	81	64	72	76	76	56	81	73	39	1605
African American		35818	55	40	47	28	35	34	34	15	47	25	5	1416
Hispanic		96708	59	46	53	30	40	38	40	21	54	32	8	1439
White		132782	75	64	69	54	57	58	62	44	73	58	22	1532
No Information Provided		2318	46	36	42	30	33	32	32	22	47	26	9	1413
Economically Disadvantaged:	Free Meals	75874	57	43	50	28	38	36	37	18	51	29	7	1428
	Reduced Meals	16338	65	52	58	38	45	45	47	28	61	41	12	1469
	Other	4502	62	49	56	27	43	37	40	19	52	33	7	1438
	No	176575	72	60	65	49	54	54	58	39	69	53	20	1514
	No Information Provided	3030	48	37	43	31	34	33	34	22	48	27	9	1418
Title I, Part A:	Schoolwide Program Participants	71791	62	49	57	35	45	41	45	26	58	38	11	1458
	Targeted Assistance Participants	1282	56	43	48	24	30	32	35	11	47	23	3	1412
	Nonparticipants (Previous Participants)	874	60	49	54	33	43	40	45	22	55	34	10	1453
	Homeless Participants at Non-Title I Schools	9	22	22	33	33	33	33	33	22	67	22	11	1407
	Nonparticipants (Not Previous Participants)	199508	69	57	62	45	50	51	53	35	65	48	17	1497
	No Information Provided	2855	47	36	42	30	33	32	32	21	47	26	9	1412
Migrant:	Yes	4363	52	39	46	23	35	34	34	15	49	26	5	1413
	No	268988	67	55	61	43	49	48	51	33	64	45	16	1487
	No Information Provided	2968	47	36	42	30	33	32	33	21	47	26	9	1413
Limited English Proficient:	Yes	19343	49	38	44	17	32	30	29	10	39	19	4	1392
	No	254046	68	56	62	44	50	50	53	34	65	47	16	1493
	No Information Provided	2930	47	37	43	30	34	33	34	22	47	27	9	1415
Bilingual/ESL Program:	Bilingual	74	49	35	34	15	28	32	28	12	38	23	4	1376
	ESL	15513	49	39	44	16	31	31	28	9	38	18	4	1389
	Neither	257806	68	56	62	44	50	49	53	34	65	47	16	1492
	No Information Provided	2804	46	36	41	29	32	31	32	21	46	25	9	1410
Gifted/Talented Program:	Participants	30781	92	85	89	82	80	83	86	76	90	88	51	1660
	Nonparticipants	242673	64	51	57	37	45	44	47	27	60	40	11	1464
	No Information Provided	2865	46	35	40	29	32	31	31	20	46	25	8	1407
At-Risk:	Yes	97034	52	38	45	22	32	30	32	13	46	22	3	1405
	No	174005	76	65	70	54	58	59	62	44	73	59	22	1533
	No Information Provided	5280	46	32	41	25	31	26	31	18	45	21	6	1400
Career/Technology Education:	Elective	74291	62	48	54	37	43	41	45	26	59	37	11	1458
	Coherent Sequence	26542	62	49	53	34	42	40	43	24	58	35	9	1450
	Tech Prep	7300	59	47	53	32	38	39	44	23	57	34	7	1444
	No	162448	71	60	65	47	53	54	56	38	67	51	19	1508
	No Information Provided	5738	46	33	41	25	31	27	31	18	46	22	6	1402

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BIOLOGY END-OF-COURSE RESULTS

Spring 1999 Administration

The State Board of Education set the passing standard for the Biology end-of-course examination at an equivalent of 70 percent of the items correct, represented by a scale score of 1500. Results of the spring 1999 administration showed that 77 percent of the 227,558 students tested performed successfully. Twenty-six percent mastered all objectives. The percentage of students mastering each objective ranged from 56 to 85 percent.

BIOLOGY RESULTS BY GRADE LEVEL AND ETHNICITY

The following tables present data by grade level and ethnicity for the Biology end-of-course test administered in spring 1999. The first table shows the number of students tested at each grade level and the percentage of those students who passed; these percentages ranged from 62 percent passing at Grade 11 to 94 percent passing at Grade 8. The second table indicates the percentage passing by ethnicity at Grades 9 and 10, which were the grade levels with the greatest number of tested students. Performance was higher at Grade 10 than at Grade 9 for Hispanic students; performance was higher at Grade 9 than at Grade 10 for white students; the same percentage of African American students in Grades 9 and 10 passed the exam.

Biology End-of-Course Test — Percent Passing By Grade Level

Grade Level	Number Tested*	Percent Passing
5	3	**
6	2	**
7	1	**
8	360	94
9	125,950	78
10	88,561	77
11	9,390	62
12	2,252	63

* Note: The total number of students in this column is less than the total number of students tested as it appears on the summary report because not all of the answer documents provided grade-level information.

** Note: No data are reported for fewer than 5 students.

Biology End-of-Course Test — Percent Passing By Ethnicity

Grade	All	African American	Hispanic	White
9	78	62	64	90
10	77	62	65	88

Biology
MASTERY OF OBJECTIVES

Objective	Percent Mastered
Domain: Understanding Concepts	
1: Heredity and Biological Change Over Time	68
2: Structures and Functions in Organisms	66
3: Patterns and Processes in Living Systems	74
4: Ecology	58
Domain: Integrating Concepts With Process Skills	
5: Design and Conduct Biological Experiments	56
6: Acquire and Organize Scientific Data	83
7: Interpret and Communicate Scientific Data	84
8: Make Inferences, Predictions, and Generalizations	85
9: Apply Science to Daily Life	78

For more details on student performance, please refer to the Summary Reports that follow.

TEXAS END-OF-COURSE — BIOLOGY
SUMMARY REPORT
ALL STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY		
Understanding Concepts		
1. Heredity and Biological Change Over Time	155725	68
2. Structures and Functions in Organisms	149289	66
3. Patterns and Processes in Living Systems	169185	74
4. Ecology	132317	58
Integrating Concepts With Process Skills		
5. Design and Conduct Biological Experiments	127800	56
6. Acquire and Organize Scientific Data	189529	83
7. Interpret and Communicate Scientific Data	191422	84
8. Make Inferences, Predictions, and Generalizations	193642	85
9. Apply Science to Daily Life	178366	78

Number Tested:	227558	Passed	174719	77
Average Scale Score:	1656	Mastered All Objectives	58215	26

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	250431	100
Students Absent	18483	7
Students Exempt-ARD	3830	2
Other Students Not Tested	542	0
Braille Version	18	0
Number of Students Tested	227558	91

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		BIOLOGY Number Tested	BIOLOGY Percent Passing	BIOLOGY Average Scale Score
All Students		227558	77	1656
Male		113989	77	1663
Female		113393	76	1649
No Information Provided		176	62	1567
Native American		693	81	1665
Asian		6984	84	1729
African American		29942	61	1555
Hispanic		74938	64	1570
White		113534	89	1735
No Information Provided		1467	67	1603
Economically Disadvantaged:	Yes	71993	62	1564
	No	153481	84	1700
	No Information Provided	2084	68	1605
Title I, Part A:	Participants	51171	66	1587
	Nonparticipants	174465	80	1676
	No Information Provided	1922	67	1599
Migrant:	Yes	3253	52	1518
	No	222306	77	1658
	No Information Provided	1999	67	1600
Limited English Proficient:	Yes	13983	33	1439
	No	211581	80	1671
	No Information Provided	1994	68	1604
Bilingual:	Participants	42	31	1436
	Nonparticipants	225570	77	1656
	No Information Provided	1946	67	1601
ESL:	Participants	10590	30	1424
	Nonparticipants	215063	79	1668
	No Information Provided	1905	67	1599
Gifted/Talented:	Participants	24000	99	1869
	Nonparticipants	201623	74	1631
	No Information Provided	1935	67	1598
At-Risk:	Yes	81169	59	1541
	No	142901	87	1723
	No Information Provided	3488	65	1578
Career/Technology Ed.:	Participants	103509	75	1638
	Nonparticipants	119641	79	1673
	No Information Provided	4408	67	1597
Oral Administration		449	34	1431

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TEXAS END-OF-COURSE — BIOLOGY

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

			BIOLOGY											
			UNDERSTANDING CONCEPTS				INTEGRATING CONCEPTS WITH PROCESS SKILLS							
			1	2	3	4	5	6	7	8	9			
		NUMBER OF STUDENTS TESTED	HEREDITY AND BIOLOGICAL CHANGE OVER TIME	STRUCTURES AND FUNCTIONS IN ORGANISMS	PATTERNS AND PROCESSES IN LIVING SYSTEMS	ECOLOGY	DESIGN AND CONDUCT BIOLOGICAL EXPERIMENTS	ACQUIRE AND ORGANIZE SCIENTIFIC DATA	INTERPRET AND COMMUNICATE SCIENTIFIC DATA	MAKE INFERENCES, PREDICTIONS, AND GENERALIZATIONS	APPLY SCIENCE TO DAILY LIFE	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Percent of Students Demonstrating Objective Mastery											
All Students		227558	68	66	74	58	56	83	84	85	78	77	26	1656
Male		113989	70	68	74	63	56	83	83	84	77	77	28	1663
Female		113393	67	63	75	53	56	84	85	86	80	76	23	1649
No Information Provided		176	63	60	63	48	44	74	72	73	68	62	18	1567
Native American		693	72	71	81	59	57	81	84	88	83	81	25	1665
Asian		6984	77	74	76	68	67	91	90	91	84	84	37	1729
African American		29942	57	53	64	39	40	74	77	75	67	61	11	1555
Hispanic		74938	59	54	61	46	41	78	77	79	68	64	14	1570
White		113534	78	76	86	71	70	89	90	91	88	89	37	1735
No Information Provided		1467	63	61	67	51	48	77	76	79	70	67	20	1603
Economically Disadvantaged:	Free Meals	56636	57	52	58	42	38	76	75	77	64	60	12	1551
	Reduced Meals	12472	66	62	72	54	51	82	83	84	76	75	20	1627
	Other	2885	57	52	54	43	37	77	78	78	65	60	11	1549
	No	153481	73	71	81	65	64	86	88	89	84	84	32	1700
	No Information Provided	2084	63	61	68	50	47	78	77	79	71	68	20	1605
Title I, Part A:	Schoolwide Program Participants	50122	61	57	63	48	45	79	79	81	70	66	16	1589
	Targeted Assistance Participants	1041	53	47	58	33	31	70	68	71	60	53	6	1512
	Nonparticipants (Previous Participants)	525	64	60	74	46	46	79	82	82	74	72	15	1595
	Homeless Participants at Non-Title I Schools	8	88	88	63	75	63	88	75	88	88	75	38	1716
	Nonparticipants (Not Previous Participants)	173940	71	68	78	61	60	85	86	87	81	80	29	1677
	No Information Provided	1922	63	60	67	49	46	77	77	79	71	67	19	1599
Migrant:	Yes	3253	53	47	49	38	31	73	71	75	58	52	8	1518
	No	222306	69	66	75	59	57	83	84	85	79	77	26	1658
	No Information Provided	1999	63	61	67	49	47	78	77	79	71	67	20	1600
Limited English Proficient:	Yes	13983	44	37	30	26	17	66	60	65	44	33	3	1439
	No	211581	70	68	77	60	59	84	86	86	81	80	27	1671
	No Information Provided	1994	63	61	67	50	47	78	77	80	71	68	20	1604
Bilingual/ESL Program:	Bilingual	42	33	43	38	29	24	57	60	50	45	31	7	1436
	ESL	10590	41	36	26	24	15	65	58	63	41	30	2	1424
	Neither	214954	70	67	77	60	58	84	85	86	80	79	27	1668
	No Information Provided	1871	63	61	66	49	46	78	77	79	70	67	20	1599
Gifted/Talented Program:	Participants	24000	89	89	91	88	90	97	98	98	98	99	62	1869
	Nonparticipants	201623	66	63	72	55	52	82	83	84	76	74	21	1631
	No Information Provided	1935	62	60	66	50	46	78	76	79	70	67	19	1598
At-Risk:	Yes	81169	56	52	62	40	35	73	74	76	64	59	10	1541
	No	142901	76	74	82	69	69	89	90	91	87	87	35	1723
	No Information Provided	3488	60	57	64	45	43	77	76	79	67	65	15	1578
Career/Technology Education:	Elective	66799	65	63	72	54	52	81	82	83	76	74	21	1630
	Coherent Sequence	27577	68	64	75	58	55	83	84	85	78	77	24	1649
	Tech Prep	9133	69	65	77	59	57	84	85	86	80	79	24	1658
	No	119641	70	68	76	61	59	84	85	86	80	79	29	1673
	No Information Provided	4408	61	60	66	49	46	78	78	80	70	67	18	1597

ENGLISH II END-OF-COURSE RESULTS

Spring 1999 Administration

On the English II end-of-course test, students are required to answer multiple-choice items, provide written responses to two open-ended items, and write a composition. The State Board of Education set the passing standard at an equivalent of 70 percent of the items correct, which is represented by the scale score of 1500. Results of the spring 1999 administration showed that 74 percent of the 204,507 students taking the test passed, while 32 percent mastered all objectives.

ENGLISH II RESULTS BY GRADE LEVEL AND ETHNICITY

The following tables present data by grade level and ethnicity for the English II end-of-course test administered in the spring of 1999. The first table shows the number of students tested at each grade level and the percentage of those students who passed; these percentages ranged from 48 percent passing at Grades 11 and 12 to 89 percent passing at Grade 8. The second table indicates the percentage passing by ethnicity at Grades 9, 10, and 11, the grade levels with the greatest number of tested students.

English II End-of-Course Test — Percent Passing By Ethnicity

Grade Level	Number Tested*	Percent Passing
8	144	89
9	13,832	52
10	181,487	76
11	6,776	48
12	1,632	48

* Note: The total number of students in this column is less than the total number of students tested as it appears on the summary report because not all of the answer documents provided grade-level information.

English II End-of-Course Test — Percent Passing By Grade Level

Grade	All	African American	Hispanic	White
9	52	39	46	67
10	76	63	67	84
11	48	40	44	59

English II
MASTERY OF OBJECTIVES

Objective	Percent Mastered
Reading	
1: Basic Understanding	89
2: Literary Elements and Techniques	81
3: Analysis and Critical Evaluation	85
Writing	
4-5: Written Composition: Effectiveness/ Command of Conventions	40*
6: Revising and Proofreading	68

* This number, after rounding, represents the percentage of students whose compositions received a score of either 3 or 4.

ADDITIONAL INFORMATION ON ENGLISH II WRITING PERFORMANCE

The written composition portion of the test assesses Objectives 4 and 5. Responses are scored on a scale of 1 (low) to 4 (high). Statewide performance on the composition is as follows:

Score	Number of Students Achieving Score	Percent of Students Achieving Score
1	16,223	8
2	97,533	48
3	74,026	36
4	8,471	4

Note: A total of 8,254 compositions (4 percent) could not be scored.

The *English II Scoring Guide*, distributed to districts in August 1999, includes the scoring criteria for the open-ended items and the composition as well as sample student responses at each score point.

For more details on student performance, please refer to the Summary Reports that follow.

TEXAS END-OF-COURSE — ENGLISH II
SUMMARY REPORT
ALL STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ENGLISH II		
Reading		
1. Basic Understanding	181944	89
2. Literary Elements and Techniques	165560	81
3. Analysis and Critical Evaluation	173319	85
Writing		
4-5. Written Composition: Effectiveness/Command of Conventions	82497	40

Rating:	NS+	1	2	3	4
Number:	8254	16223	97533	74026	8471
Percent:	4	8	48	36	4

	Mastering Number	Mastering Percent
6. Revising and Proofreading	138994	68

Number Tested:	204507	Passed	150341	74
Average Scale Score:	1666	Mastered All Objectives	65320	32

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	227539	100
Students Absent	18897	8
Students Exempt-ARD	3494	2
Other Students Not Tested	641	0
Number of Students Tested	204507	90

+ A designation of NS indicates compositions that could not be scored

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	ENGLISH II Number Tested	ENGLISH II Percent Passing	ENGLISH II Average Scale Score
All Students	204507	74	1666
Male	101191	67	1615
Female	103097	80	1718
No Information Provided	219	60	1580
Native American	608	75	1674
Asian	6370	82	1795
African American	26925	60	1565
Hispanic	64097	63	1588
White	105001	83	1734
No Information Provided	1506	55	1533
Economically Disadvantaged: Yes	60538	61	1569
No	141794	79	1710
No Information Provided	2175	56	1546
Title I, Part A: Participants	45324	65	1605
Nonparticipants	157119	76	1686
No Information Provided	2064	56	1541
Migrant: Yes	2834	54	1530
No	199578	74	1670
No Information Provided	2095	56	1543
Limited English Proficient: Yes	10027	32	1422
No	192404	76	1681
No Information Provided	2076	56	1544
Bilingual: Participants	50	46	1463
Nonparticipants	202377	74	1668
No Information Provided	2080	54	1539
ESL: Participants	7222	26	1393
Nonparticipants	195280	75	1678
No Information Provided	2005	55	1539
Gifted/Talented: Participants	22748	96	1944
Nonparticipants	179690	71	1633
No Information Provided	2069	55	1540
At-Risk: Yes	72419	55	1527
No	128884	84	1748
No Information Provided	3204	57	1550
Career/Technology Ed.: Participants	101325	72	1643
Nonparticipants	99629	76	1695
No Information Provided	3553	58	1555

BEST COPY AVAILABLE

TEXAS END-OF-COURSE — ENGLISH II

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ENGLISH II								
			READING			WRITING				
		NUMBER OF STUDENTS TESTED	1 BASIC UNDERSTANDING	2 LITERARY ELEMENTS AND TECHNIQUES	3 ANALYSIS AND CRITICAL EVALUATION	4-5 WRITTEN COMPOSITION: EFFECTIVENESS/ COMMAND OF CONVENTIONS (3 OR 4 REQUIRED)	6 REVISING AND PROOFREADING	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Percent of Students Demonstrating Objective Mastery							
All Students		204507	89	81	85	40	68	74	32	1666
Male		101191	85	77	81	34	63	67	26	1615
Female		103097	93	84	88	47	73	80	38	1718
No Information Provided		219	81	73	77	34	53	60	24	1580
Native American		608	89	82	86	40	68	75	30	1674
Asian		6370	92	84	87	57	78	82	49	1795
African American		26925	83	73	76	29	54	60	19	1565
Hispanic		64097	84	73	77	33	58	63	22	1588
White		105001	93	88	92	47	78	83	40	1734
No Information Provided		1506	77	64	69	27	51	55	19	1533
Economically Disadvantaged:	Free Meals	47352	83	70	74	29	53	59	19	1557
	Reduced Meals	10559	88	79	83	35	64	70	26	1625
	Other	2627	85	68	74	28	55	59	18	1561
	No	141794	91	85	89	45	74	79	37	1710
	No Information Provided	2175	78	66	70	27	52	56	20	1546
Title I, Part A:	Schoolwide Program Participants	44048	86	74	78	35	60	66	25	1608
	Targeted Assistance Participants	1260	83	70	73	20	49	54	12	1519
	Nonparticipants (Previous Participants)	499	83	69	76	22	53	62	14	1539
	Homeless Participants at Non-Title I Schools	16	94	75	81	25	38	44	19	1487
	Nonparticipants (Not Previous Participants)	156620	90	83	87	42	71	76	34	1686
	No Information Provided	2064	78	66	69	27	51	56	19	1541
Migrant:	Yes	2834	80	65	69	26	48	54	16	1530
	No	199578	89	81	85	41	68	74	32	1670
	No Information Provided	2095	78	65	69	27	51	56	20	1543
Limited English Proficient:	Yes	10027	67	47	49	15	30	32	6	1422
	No	192404	90	83	87	42	70	76	33	1681
	No Information Provided	2076	78	66	70	27	52	56	20	1544
Bilingual/ESL Program:	Bilingual	50	72	60	64	12	42	46	4	1463
	ESL	7222	63	43	44	12	26	26	4	1393
	Neither	195151	90	83	86	42	70	75	33	1678
	No Information Provided	1957	77	64	69	27	51	55	19	1538
Gifted/Talented Program:	Participants	22748	98	97	98	72	95	96	69	1944
	Nonparticipants	179690	88	79	83	36	65	71	27	1633
	No Information Provided	2069	78	65	69	27	51	55	19	1540
At-Risk:	Yes	72419	81	69	73	24	48	55	14	1527
	No	128884	93	88	91	50	80	84	42	1748
	No Information Provided	3204	79	67	72	28	53	57	20	1550
Career/Technology Education:	Elective	61362	88	79	83	36	65	71	28	1635
	Coherent Sequence	27963	88	80	84	37	66	72	29	1644
	Tech Prep	12000	91	83	87	40	71	77	32	1680
	No	99629	90	83	86	44	71	76	36	1695
	No Information Provided	3553	79	68	72	29	53	58	20	1555

U.S. HISTORY END-OF-COURSE RESULTS

Spring 1999 Administration

In the spring of 1999, 180,520 students took the U.S. History end-of-course examination. The State Board of Education set the passing standard at an equivalent of 70 percent of the items correct, represented by a scale score of 1500. Of all the students who took the test for the spring administration, 71 percent met minimum expectations. Twenty-one percent mastered all objectives, and the average scale score was 1564.

U.S. HISTORY RESULTS BY GRADE LEVEL AND ETHNICITY

The following tables present data by grade level and ethnicity for the U.S. History end-of-course test administered in the spring of 1999. The first table shows the number of students tested at each grade level and the percentage of those students who passed; these percentages ranged from 59 percent passing at Grade 8 to 80 percent passing at Grade 11. The second table indicates the percentage passing by ethnicity at Grades 9, 10, and 11, the grade levels with the greatest number of tested students. As the table indicates, performance at Grade 11 was higher for all ethnic groups than any other grade level.

U.S. History End-of-Course Test — Percent Passing By Grade Level

Grade Level	Number Tested*	Percent Passing
7	1	**
8	70	59
9	58,539	61
10	20,664	63
11	93,356	80
12	7,464	71

* Note: The total number of students in this column is less than the total number of students tested as it appears on the summary report because not all of the answer documents provided grade-level information.

** Note: No data are reported for fewer than 5 students.

U.S. History End-of-Course Test — Percent Passing By Ethnicity

Grade	All	African American	Hispanic	White
9	61	45	43	76
10	63	50	50	79
11	80	67	66	89

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U.S. History
MASTERY OF OBJECTIVES

Objective	Percent Mastered
1: Domestic and Foreign Affairs in U.S. History	56
2: Geographic Influences on U.S. History	49
3: Economic Influences on U.S. History	69
4: Social and Cultural Influences on U.S. History	57
5: Political Influences on U.S. History	55
6: Critical-Thinking Skills	75
7: Problem-Solving/Decision-Making Skills	50

For more details on student performance, please refer to the Summary Reports that follow.

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TEXAS END-OF-COURSE — U.S. HISTORY
SUMMARY REPORT
ALL STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
U.S. HISTORY		
Application and Evaluation of Concepts		
1. Domestic and Foreign Affairs in U.S. History	101778	56
2. Geographic Influences on U.S. History	88973	49
3. Economic Influences on U.S. History	125415	69
4. Social and Cultural Influences on U.S. History	102740	57
5. Political Influences on U.S. History	99365	55
6. Critical-Thinking Skills	134502	75
7. Problem-Solving/Decision-Making Skills	90483	50

Number Tested: 180520	Passed	128606	71
Average Scale Score: 1564	Mastered All Objectives	37289	21

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	200679	100
Students Absent	17062	9
Students Exempt-ARD	2833	1
Other Students Not Tested	264	0
Number of Students Tested	180520	90

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		U.S. HISTORY Number Tested	U.S. HISTORY Percent Passing	U.S. HISTORY Average Scale Score
All Students		180520	71	1564
Male		90017	74	1575
Female		90400	69	1553
No Information Provided		103	49	1479
Native American		548	76	1578
Asian		5865	82	1612
African American		23323	56	1512
Hispanic		55567	56	1513
White		94058	84	1604
No Information Provided		1159	56	1520
Economically Disadvantaged:	Yes	52330	53	1506
	No	126575	79	1589
	No Information Provided	1615	59	1526
Title I, Part A:	Participants	37321	58	1521
	Nonparticipants	141696	75	1576
	No Information Provided	1503	58	1524
Migrant:	Yes	2359	40	1475
	No	176597	72	1566
	No Information Provided	1564	58	1526
Limited English Proficient:	Yes	9388	28	1448
	No	169595	74	1571
	No Information Provided	1537	58	1525
Bilingual:	Participants	32	53	1501
	Nonparticipants	178934	71	1564
	No Information Provided	1554	58	1523
ESL:	Participants	6968	26	1443
	Nonparticipants	172048	73	1569
	No Information Provided	1504	57	1522
Gifted/Talented:	Participants	19139	97	1681
	Nonparticipants	159822	68	1551
	No Information Provided	1559	58	1523
At-Risk:	Yes	63113	49	1496
	No	114964	84	1602
	No Information Provided	2443	56	1516
Career/Technology Ed.:	Participants	97019	70	1556
	Nonparticipants	80853	73	1575
	No Information Provided	2648	56	1517
Oral Administration		340	31	1460

TEXAS END-OF-COURSE — U.S. HISTORY

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

U.S. HISTORY — APPLICATION AND EVALUATION OF CONCEPTS (Percent of Students Demonstrating Objective Mastery)

		NUMBER OF STUDENTS TESTED	1 DOMESTIC AND FOREIGN AFFAIRS IN U.S. HISTORY	2 GEOGRAPHIC INFLUENCES ON U.S. HISTORY	3 ECONOMIC INFLUENCES ON U.S. HISTORY	4 SOCIAL AND CULTURAL INFLUENCES ON U.S. HISTORY	5 POLITICAL INFLUENCES ON U.S. HISTORY	6 CRITICAL-THINKING SKILLS	7 PROBLEM-SOLVING/ DECISION-MAKING SKILLS	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students		180520	56	49	69	57	55	75	50	71	21	1564
Male		90017	62	54	72	61	57	75	50	74	24	1575
Female		90400	51	45	67	53	53	74	50	69	17	1553
No Information Provided		103	33	32	43	35	30	57	30	49	11	1479
Native American		548	62	54	74	60	57	78	54	76	24	1578
Asian		5865	71	59	76	69	68	83	66	82	34	1612
African American		23323	40	31	56	45	45	60	37	56	9	1512
Hispanic		55567	42	34	55	42	42	62	38	56	10	1513
White		94058	68	62	81	68	65	85	60	84	29	1604
No Information Provided		1159	43	38	55	46	44	60	40	56	15	1520
Economically Disadvantaged:	Free Meals	41381	38	31	51	39	39	57	34	50	7	1500
	Reduced Meals	9087	49	43	64	50	48	70	43	66	13	1537
	Other	1862	35	28	48	35	36	58	34	47	7	1493
	No	126575	63	56	76	64	61	81	56	79	26	1589
	No Information Provided	1615	45	40	57	46	46	63	42	59	15	1526
Title I, Part A:	Schoolwide Program Participants	36586	44	38	58	45	44	64	40	59	11	1522
	Targeted Assistance Participants	723	32	30	49	34	33	50	25	45	4	1483
	Nonparticipants (Previous Participants)	515	42	33	57	40	38	61	33	52	7	1506
	Homeless Participants at Non-Title I Schools	12	33	67	83	42	33	67	58	67	17	1553
	Nonparticipants (Not Previous Participants)	141181	60	53	73	60	58	77	53	75	23	1576
	No Information Provided	1503	44	39	56	46	46	62	41	58	15	1524
Migrant:	Yes	2359	31	25	41	29	31	51	28	40	5	1475
	No	176597	57	50	70	57	55	75	50	72	21	1566
	No Information Provided	1564	45	39	57	46	46	63	42	58	16	1526
Limited English Proficient:	Yes	9388	22	16	32	25	25	36	23	28	3	1448
	No	169595	58	51	72	59	57	77	52	74	22	1571
	No Information Provided	1537	45	39	57	46	46	63	42	58	15	1525
Bilingual/ESL Program:	Bilingual	32	41	41	56	50	28	50	41	53	6	1501
	ESL	6968	21	15	30	24	24	32	21	26	2	1443
	Neither	171959	58	51	71	58	56	76	51	73	21	1569
	No Information Provided	1488	43	38	56	45	45	62	41	57	15	1522
Gifted/Talented Program:	Participants	19139	85	81	93	84	84	96	82	97	53	1681
	Nonparticipants	159822	53	46	67	54	52	72	46	68	17	1551
	No Information Provided	1559	44	39	56	46	45	62	41	58	15	1523
At-Risk:	Yes	63113	37	29	51	39	37	56	31	49	6	1496
	No	114964	67	61	80	67	65	85	61	84	29	1602
	No Information Provided	2443	42	35	55	45	43	61	39	56	12	1516
Career/Technology Education:	Elective	57382	53	46	67	53	52	72	46	68	17	1550
	Coherent Sequence	28028	56	49	70	57	55	76	50	72	19	1563
	Tech Prep	11609	58	52	73	59	56	78	52	75	20	1571
	No	80853	59	52	71	59	58	76	53	73	24	1575
	No Information Provided	2648	42	36	55	46	43	61	40	56	12	1517

SECTION V

TAAS and End-of-Course Test Regional Performance Summaries

Spring 1999

TAAS performance by region is presented in the following reports. Reports are categorized by grade level, with each report listing objective-level data for every subject area tested as well as "all tests taken" summaries of performance. Results of performance on the Spanish TAAS are also included. In addition, performance by region on the Algebra I, Biology, English II, and U.S. History end-of-course tests is provided at the objective level.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION Number and Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 01	NUMBER	16264	12539	5253	15646	13997	13200	12484	12908	13942	12715					
	PERCENT		77	32		89	84	80	83	89	81	86	60	3-82.2	56.5	62
REGION 02	NUMBER	7363	5689	2385	7164	6594	6165	5674	6019	6525	5829					
	PERCENT		77	32		92	86	79	84	91	81	88	62	3-83.3	58.5	66
REGION 03	NUMBER	3793	3027	1309	3701	3432	3246	2971	3155	3446	3106					
	PERCENT		80	35		93	88	80	85	93	84	89	65	3-84.1	59.9	68
REGION 04	NUMBER	53860	41895	18891	52379	48080	45153	42646	43685	48111	43068					
	PERCENT		78	35		92	86	81	83	92	82	88	64	3-83.7	59.6	68
REGION 05	NUMBER	5651	4399	1905	5540	5080	4846	4412	4689	5129	4506					
	PERCENT		78	34		92	87	80	85	93	81	88	63	3-83.8	59.8	68
REGION 06	NUMBER	8895	7183	3376	8658	8028	7623	7115	7425	8013	7210					
	PERCENT		81	38		93	88	82	86	93	83	89	67	3-84.5	61.2	70
REGION 07	NUMBER	10140	7874	3450	9876	9022	8605	7837	8291	9133	8004					
	PERCENT		78	34		91	87	79	84	92	81	87	63	3-83.7	59.7	68
REGION 08	NUMBER	3604	2895	1290	3540	3275	3118	2891	3046	3315	2945					
	PERCENT		80	36		93	88	82	86	94	83	89	67	3-84.5	61.2	70
REGION 09	NUMBER	2892	2330	1038	2830	2662	2508	2288	2424	2647	2346					
	PERCENT		81	36		94	89	81	86	94	83	90	65	3-84.6	60.9	70
REGION 10	NUMBER	36785	28447	12964	35816	32676	30472	28996	29708	32837	29017					
	PERCENT		77	35		91	85	81	83	92	81	87	64	3-83.4	59.6	68
REGION 11	NUMBER	27504	22396	10370	26668	24834	23395	22012	22773	24890	22303					
	PERCENT		81	38		93	88	83	85	93	84	90	67	3-84.6	61.2	70
REGION 12	NUMBER	9193	7215	3004	8944	8194	7754	7084	7545	8213	7163					
	PERCENT		78	33		92	87	79	84	92	80	87	62	3-83.5	59.1	67
REGION 13	NUMBER	18016	14301	6552	17384	15984	14950	14212	14708	16029	14263					
	PERCENT		79	36		92	86	82	85	92	82	88	65	3-84.0	60.5	69
REGION 14	NUMBER	3156	2680	1176	3031	2876	2722	2511	2640	2884	2531					
	PERCENT		85	37		95	90	83	87	95	84	92	66	3-85.2	61.7	71
REGION 15	NUMBER	3286	2659	1149	3201	2998	2814	2589	2757	2987	2629					
	PERCENT		81	35		94	88	81	86	93	82	89	64	3-84.3	60.1	68
REGION 16	NUMBER	5435	4548	2106	5271	4984	4734	4338	4606	4981	4510					
	PERCENT		84	39		95	90	82	87	94	86	92	67	3-85.3	61.9	71
REGION 17	NUMBER	5368	4321	1863	5182	4785	4546	4224	4427	4821	4295					
	PERCENT		80	35		92	88	82	85	93	83	89	65	3-84.2	60.4	69
REGION 18	NUMBER	5465	4120	1617	5333	4837	4560	4116	4397	4855	4151					
	PERCENT		75	30		91	86	77	82	91	78	86	58	3-82.6	57.6	64

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION — Number and Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 19	NUMBER	7319	5616	2267	7164	6536	6141	5635	5984	6520	5690	87	59	3-82.8	57.4	64
	PERCENT		77	31		91	86	79	84	91	79					
REGION 20	NUMBER	21501	15705	6252	20785	18387	17118	16029	16762	18627	16164	84	57	3-81.6	56.1	61
	PERCENT		73	29		88	82	77	81	90	78					
STATEWIDE	NUMBER	255490	199839	88217	248113	227261	213670	200064	207949	227905	202445	88	63	3-83.5	59.4	67
	PERCENT		78	35		92	86	81	84	92	82					

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
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STATEWIDE

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		ALL TESTS TAKEN (R, M)			MATHEMATICS																	
						CONCEPTS					OPERATIONS			PROBLEM SOLVING								
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8/9 USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	10/13 PROBLEM SOLVING: ESTIMATION/REASONABLENESS	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																
REGION 01	NUMBER PERCENT	16264	12539 77	5253 32	16163	15036 93	14927 92	15242 94	13662 85	15315 95	14982 93	13568 84	13084 81	11279 70	12797 79	11941 74	83	40	3-77.7	61.5	71
REGION 02	NUMBER PERCENT	7363	5689 77	2385 32	7295	6777 93	6747 92	6760 93	6255 86	6992 96	6735 92	6020 83	5809 80	4877 67	5753 79	5572 76	82	39	3-77.5	61.2	70
REGION 03	NUMBER PERCENT	3793	3027 80	1309 35	3767	3495 93	3511 93	3574 95	3308 88	3611 96	3534 94	3210 85	3020 80	2591 69	3012 80	2886 77	84	40	3-78.4	62.6	73
REGION 04	NUMBER PERCENT	53860	41895 78	18891 35	53304	49045 92	49235 92	49247 92	44733 84	50503 95	48639 91	43896 82	42145 79	36205 68	43223 81	40910 77	82	41	3-77.7	62.0	72
REGION 05	NUMBER PERCENT	5651	4399 78	1905 34	5614	5210 93	5208 93	5215 93	4768 85	5323 95	5103 91	4626 82	4452 79	3741 67	4468 80	4350 77	82	40	3-77.5	61.6	71
REGION 06	NUMBER PERCENT	8895	7183 81	3376 38	8801	8158 93	8157 93	8277 94	7610 86	8466 96	8152 93	7406 84	7239 82	6171 70	7337 83	7137 81	85	45	3-79.1	64.4	75
REGION 07	NUMBER PERCENT	10140	7874 78	3450 34	10045	9197 92	9194 92	9327 93	8657 86	9565 95	9078 90	8086 80	8071 80	6661 66	8164 81	7957 79	82	40	3-77.6	61.8	71
REGION 08	NUMBER PERCENT	3604	2895 80	1290 36	3578	3330 93	3334 93	3363 94	3067 86	3463 97	3281 92	3038 85	2942 82	2488 70	2951 82	2854 80	84	41	3-78.6	63.0	73
REGION 09	NUMBER PERCENT	2892	2330 81	1038 36	2871	2631 92	2700 94	2720 95	2537 88	2783 97	2682 93	2445 85	2329 81	1957 68	2447 85	2389 83	85	43	3-79.3	64.2	75
REGION 10	NUMBER PERCENT	36785	28447 77	12964 35	36386	33104 91	33395 92	33700 93	30408 84	34039 94	33070 91	29578 81	28923 79	24523 67	29799 82	28319 78	81	41	3-77.5	62.0	72
REGION 11	NUMBER PERCENT	27504	22396 81	10370 38	27226	24939 92	25538 94	25645 94	23574 87	26051 96	25126 92	22671 83	22101 81	19015 70	23139 85	22693 83	85	44	3-79.1	64.3	75
REGION 12	NUMBER PERCENT	9193	7215 78	3004 33	9109	8347 92	8430 93	8511 93	7813 86	8720 96	8315 91	7476 82	7289 80	6077 67	7482 82	7244 80	83	40	3-77.9	62.0	72
REGION 13	NUMBER PERCENT	18016	14301 79	6552 36	17831	16012 90	16529 93	16766 94	15212 85	16978 95	16378 92	14714 83	14329 80	12336 69	15170 85	14727 83	84	43	3-78.6	63.5	74
REGION 14	NUMBER PERCENT	3156	2680 85	1176 37	3129	2903 93	3006 96	3006 96	2781 89	3030 97	2950 94	2781 89	2578 82	2215 71	2665 85	2607 83	88	46	3-80.0	65.3	77
REGION 15	NUMBER PERCENT	3286	2659 81	1149 35	3238	2972 92	3036 94	3057 94	2899 90	3130 97	3036 94	2732 84	2632 81	2209 68	2648 82	2686 83	85	42	3-79.0	63.5	74
REGION 16	NUMBER PERCENT	5435	4548 84	2106 39	5378	4959 92	5108 95	5102 95	4716 88	5208 97	5055 94	4676 87	4321 80	3793 71	4574 85	4501 84	87	45	3-79.5	64.5	75
REGION 17	NUMBER PERCENT	5368	4321 80	1863 35	5326	4921 92	4984 94	4994 94	4621 87	5107 96	4949 93	4556 86	4257 80	3735 70	4363 82	4259 80	85	42	3-78.6	62.9	73
REGION 18	NUMBER PERCENT	5465	4120 75	1617 30	5418	4719 87	5013 93	4976 92	4612 85	5103 94	5017 93	4605 85	4094 76	3477 64	4331 80	4165 77	80	37	3-76.8	59.9	68

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 03
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																	
						CONCEPTS					OPERATIONS			PROBLEM SOLVING								
						1	2	3	4	5	6	7	8/9	10/13	11	12						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING: ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																
REGION 19	NUMBER	7319	5616	2267	7264	6566	6728	6925	6020	6911	6738	6099	5673	5022	5863	5564					
	PERCENT		77	31		90	93	95	83	95	93	84	78	69	81	77	82	39	3-77.8	61.8	71
REGION 20	NUMBER	21501	15705	6252	21279	18962	19482	19638	17545	19789	19143	16632	16206	13697	16635	15995					
	PERCENT		73	29		89	92	92	82	93	90	78	76	64	78	75	78	36	3-76.0	59.1	67
STATEWIDE	NUMBER	255490	199839	88217	253022	231283	234262	236045	214790	240087	231963	208815	201494	172069	206821	198756					
	PERCENT		78	35		91	93	93	85	95	92	83	80	68	82	79	82	41	3-77.9	62.3	72

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			READING												WRITING							
						READING COMPREHENSION 1	2	3	4	5	6							WRITTEN COMMUNICATION 1-4	5	6	7			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery												Number and Percent of Students Demonstrating Objective Mastery						
REGION 01	NUMBER	16955	13119	3269	15882	11474	14768	10281	12634	12405	12839						15843	9074	12374	14403	11490			
	PERCENT		77	19		72	90	65	80	78	81	86	46	4-83.1	58.7	66		57	78	91	73	88	43	1664
REGION 02	NUMBER	7406	5715	1260	7074	5391	6379	4702	5848	5873	5762						6937	3729	5383	6591	5022			
	PERCENT		77	17		76	90	66	83	83	81	88	50	4-84.5	61.1	70		54	78	95	72	88	40	1657
REGION 03	NUMBER	3819	3073	825	3638	2810	3348	2460	3033	3008	3055						3568	2090	2831	3388	2641			
	PERCENT		80	22		77	92	68	83	83	84	89	52	4-85.2	62.4	72		59	79	95	74	90	46	1679
REGION 04	NUMBER	54737	43106	11430	52179	40846	47326	36854	43758	43835	43373						51054	29132	41709	47985	38353			
	PERCENT		79	21		78	91	71	84	84	83	89	54	4-85.3	62.8	73		57	82	94	75	90	45	1676
REGION 05	NUMBER	5701	4381	1066	5505	4241	5001	3639	4585	4578	4489						5388	3206	4248	5051	3987			
	PERCENT		77	19		77	91	66	83	83	82	88	51	4-84.7	61.5	71		60	79	94	74	89	45	1672
REGION 06	NUMBER	8796	7005	1837	8423	6747	7680	5864	7206	7157	7147						8143	4488	6500	7727	5957			
	PERCENT		80	21		80	91	70	86	85	85	90	56	4-85.9	64.0	75		55	80	95	73	88	43	1670
REGION 07	NUMBER	10354	7768	1736	9876	7584	8895	6512	8157	8157	8124						9669	4841	7480	9028	6700			
	PERCENT		75	17		77	90	66	83	83	82	88	51	4-84.5	61.4	71		50	77	93	69	86	37	1651
REGION 08	NUMBER	3628	2814	626	3459	2714	3144	2377	2915	2891	2914						3426	1727	2639	3223	2420			
	PERCENT		78	17		78	91	69	84	84	84	89	54	4-85.3	62.9	73		50	77	94	71	86	38	1655
REGION 09	NUMBER	2995	2391	586	2878	2333	2651	1980	2459	2471	2406						2796	1506	2212	2667	2036			
	PERCENT		80	20		81	92	69	85	86	84	90	54	4-85.9	63.8	74		54	79	95	73	88	41	1667
REGION 10	NUMBER	37349	28760	7539	35509	27717	31905	24849	29550	29642	28909						34483	18657	27112	31997	24766			
	PERCENT		77	20		78	90	70	83	83	81	88	54	4-84.9	62.5	72		54	79	93	72	87	42	1665
REGION 11	NUMBER	28130	22363	5933	26741	21501	24375	19084	22831	22871	22650						25954	15216	20806	24440	18588			
	PERCENT		79	21		80	91	71	85	86	85	90	56	4-86.0	64.1	75		59	80	94	72	88	45	1676
REGION 12	NUMBER	9092	7186	1696	8581	6819	7813	5824	7254	7285	7139						8206	4720	6382	7789	5971			
	PERCENT		79	19		79	91	68	85	85	83	90	53	4-85.3	62.3	72		58	78	95	73	89	42	1666
REGION 13	NUMBER	18109	13986	3886	17100	13537	15432	12011	14448	14399	13961						16590	9480	13155	15624	11536			
	PERCENT		77	21		79	90	70	84	84	82	89	55	4-85.3	63.2	74		57	79	94	70	87	43	1670
REGION 14	NUMBER	3327	2789	757	3156	2614	2942	2257	2796	2795	2709						3081	1973	2512	2984	2319			
	PERCENT		84	23		83	93	72	89	89	86	93	56	4-87.0	65.1	76		64	82	97	75	92	49	1693
REGION 15	NUMBER	3416	2749	705	3257	2545	2993	2228	2798	2794	2700						3155	1914	2524	3010	2407			
	PERCENT		80	21		78	92	68	86	86	83	90	53	4-85.5	62.7	73		61	80	95	76	90	46	1679
REGION 16	NUMBER	5313	4336	1117	5038	3956	4664	3437	4348	4339	4182						4925	3072	3934	4731	3483			
	PERCENT		82	21		79	93	68	86	86	83	91	53	4-85.7	63.0	73		62	80	96	71	90	45	1682
REGION 17	NUMBER	5312	4196	966	5036	3848	4601	3361	4198	4140	4190						4928	2815	3832	4705	3483			
	PERCENT		79	18		76	91	67	83	82	83	88	51	4-84.8	61.8	71		57	78	95	71	88	42	1666
REGION 18	NUMBER	5617	4108	919	5354	3932	4743	3303	4323	4258	4161						5254	3134	3833	4871	3407			
	PERCENT		73	16		73	89	62	81	80	78	86	47	4-83.1	59.2	67		60	73	93	65	86	40	1655

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
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GRADE: 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			READING												WRITING							
						READING COMPREHENSION Number and Percent of Students Demonstrating Objective Mastery												WRITTEN COMMUNICATION Number and Percent of Students Demonstrating Objective Mastery						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 19	NUMBER	8019	6005	1223	7650	5659	6810	4880	6206	6118	5866	86	46	4-83.2	58.8	66	7499	3647	5871	6957	5166	86	36	1644
	PERCENT		75	15		74	89	64	81	80	77							49	78	93	69			
REGION 20	NUMBER	21260	15614	3490	20142	14543	17750	12822	16036	16017	15623	85	46	4-82.8	58.5	66	19733	10833	14953	18307	13407	86	39	1651
	PERCENT		73	16		72	88	64	80	80	78							55	76	93	68			
STATEWIDE	NUMBER	259335	201464	50866	246478	190811	222720	168725	205383	205031	202199	88	52	4-84.8	62.0	72	240632	135254	190290	225478	173139	88	43	1667
	PERCENT		78	20		77	90	68	83	83	82							56	79	94	72			

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OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
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		ALL TESTS TAKEN (R, W, M)			MATHEMATICS																	
						CONCEPTS					OPERATIONS				PROBLEM SOLVING							
						1	2	3	4	5	6	7	8	9	10/13	11	12					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING: ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																
REGION 01	NUMBER	16955	13119	3269	16389	15716	15732	15620	15668	14537	15719	13171	12846	14090	9014	11716	13273					
	PERCENT		77	19		96	96	95	96	89	96	80	78	86	55	71	81	88	36	4-81.1	68.1	81
REGION 02	NUMBER	7406	5715	1260	7204	6917	6874	6740	6828	6438	6751	5613	5516	6017	3694	5185	5715					
	PERCENT		77	17		96	95	94	95	89	94	78	77	84	51	72	79	87	32	4-80.3	66.3	78
REGION 03	NUMBER	3819	3073	825	3703	3571	3562	3521	3522	3342	3508	3112	3031	3241	2066	2864	3078					
	PERCENT		80	22		96	96	95	95	90	95	84	82	88	56	77	83	91	39	4-81.9	69.5	82
REGION 04	NUMBER	54737	43106	11430	53211	50648	50896	49416	49744	47511	49149	40087	41050	44107	29705	40000	43632					
	PERCENT		79	21		95	96	93	93	89	92	75	77	83	56	75	82	87	36	4-80.5	67.3	79
REGION 05	NUMBER	5701	4381	1066	5542	5296	5326	5087	5178	4901	5097	4166	4209	4626	2856	4002	4450					
	PERCENT		77	19		96	96	92	93	88	92	75	76	83	52	72	80	86	31	4-80.0	65.5	77
REGION 06	NUMBER	8796	7005	1837	8563	8208	8224	8038	8106	7726	7925	6617	6806	7180	4869	6579	7165					
	PERCENT		80	21		96	96	94	95	90	93	77	79	84	57	77	84	89	37	4-81.2	68.2	81
REGION 07	NUMBER	10354	7768	1736	10014	9553	9506	9303	9425	8897	9228	7498	7647	8281	5167	7229	8094					
	PERCENT		75	17		95	95	93	94	89	92	75	76	83	52	72	81	86	32	4-80.0	65.8	77
REGION 08	NUMBER	3628	2814	626	3507	3357	3340	3255	3343	3178	3290	2764	2780	3019	1870	2600	2822					
	PERCENT		78	17		96	95	93	95	91	94	79	79	86	53	74	80	89	34	4-80.9	67.2	79
REGION 09	NUMBER	2995	2391	586	2904	2742	2782	2723	2768	2666	2712	2339	2374	2515	1673	2234	2482					
	PERCENT		80	20		94	96	94	95	92	93	81	82	87	58	77	85	91	38	4-81.7	68.9	82
REGION 10	NUMBER	37349	28760	7539	36071	34159	34025	32946	33324	31921	32865	27029	27632	29526	20284	26970	29798					
	PERCENT		77	20		95	94	91	92	88	91	75	77	82	56	75	83	86	35	4-80.1	66.6	79
REGION 11	NUMBER	28130	22363	5933	27177	25735	25770	25266	25468	24553	24729	20732	21006	22641	15866	21014	23046					
	PERCENT		79	21		95	95	93	94	90	91	76	77	83	58	77	85	88	36	4-80.8	67.6	80
REGION 12	NUMBER	9092	7186	1696	8740	8323	8286	8067	8271	7857	8144	6899	6796	7424	4807	6608	7305					
	PERCENT		79	19		95	95	92	95	90	93	79	78	85	55	76	84	89	34	4-80.8	67.0	79
REGION 13	NUMBER	18109	13986	3886	17563	16385	16197	16309	16421	15723	15989	13253	12992	14357	10380	13370	14604					
	PERCENT		77	21		93	92	93	93	90	91	75	74	82	59	76	83	86	36	4-80.2	66.9	79
REGION 14	NUMBER	3327	2789	757	3213	3059	3022	3011	3081	2971	2951	2676	2657	2858	1998	2601	2835					
	PERCENT		84	23		95	94	94	96	92	92	83	83	89	62	81	88	92	39	4-82.4	69.9	83
REGION 15	NUMBER	3416	2749	705	3297	3168	3077	3047	3103	2966	3042	2723	2676	2900	1865	2520	2759					
	PERCENT		80	21		96	93	92	94	90	92	83	81	88	57	76	84	90	37	4-81.4	68.3	81
REGION 16	NUMBER	5313	4336	1117	5167	4933	4898	4804	4908	4712	4804	4236	4180	4488	2881	3988	4411					
	PERCENT		82	21		95	95	93	95	91	93	82	81	87	56	77	85	91	36	4-81.6	68.6	81
REGION 17	NUMBER	5312	4196	966	5145	4953	4941	4876	4936	4607	4834	4257	4137	4420	2715	3849	4274					
	PERCENT		79	18		96	96	95	96	90	94	83	80	86	53	75	83	90	34	4-81.3	67.9	80
REGION 18	NUMBER	5617	4108	919	5439	5048	5002	4906	4963	4649	4840	4200	4132	4466	2696	3824	4369					
	PERCENT		73	16		93	92	90	91	85	89	77	76	82	50	70	80	84	29	4-79.1	64.3	75

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			MATHEMATICS																	
						CONCEPTS					OPERATIONS				PROBLEM SOLVING							
						1	2	3	4	5	6	7	8	9	10/13	11	12					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																
REGION 19	NUMBER	8019	6005	1223	7769	7248	7403	7271	7264	6858	7257	6029	5955	6510	4024	5613	6358	86	33	4-80.2	66.2	78
	PERCENT		75	15		93	95	94	93	88	93	78	77	84	52	72	82					
REGION 20	NUMBER	21260	15614	3490	20575	19200	19296	18949	19090	17919	18797	14961	14971	16299	10774	14568	16102	83	31	4-79.0	64.3	75
	PERCENT		73	16		93	94	92	93	87	91	73	73	79	52	71	78					
STATEWIDE	NUMBER	259335	201464	50866	251193	238219	238159	233155	235411	223932	231631	192362	193393	208965	139204	187334	206572	87	35	4-80.5	66.9	79
	PERCENT		78	20		95	95	93	94	89	92	77	77	83	55	75	82					

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING	READING COMPREHENSION — Number and Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 01	NUMBER	16963	13160	3142	16421	6789	14854	10312	11951	14452	12967					
	PERCENT		78	19		41	90	63	73	88	79	80	31	5-81.5	55.9	61
REGION 02	NUMBER	7332	5953	1497	7144	3873	6588	4770	5469	6613	5793					
	PERCENT		81	20		54	92	67	77	93	81	86	40	5-84.5	60.6	69
REGION 03	NUMBER	3707	3130	970	3642	2070	3415	2453	2844	3389	3022					
	PERCENT		84	26		57	94	67	78	93	83	87	42	5-85.3	61.9	71
REGION 04	NUMBER	55358	45539	13140	54030	31569	49851	37078	42194	49803	45273					
	PERCENT		82	24		58	92	69	78	92	84	87	44	5-85.2	62.1	72
REGION 05	NUMBER	5634	4629	1197	5530	3301	5126	3605	4268	5079	4577					
	PERCENT		82	21		60	93	65	77	92	83	87	42	5-85.1	61.6	71
REGION 06	NUMBER	8905	7339	2084	8712	5230	8038	5940	6762	8027	7250					
	PERCENT		82	23		60	92	68	78	92	83	87	44	5-85.4	62.4	72
REGION 07	NUMBER	10287	8521	2319	10034	5853	9349	6565	7827	9271	8388					
	PERCENT		83	23		58	93	65	78	92	83	87	42	5-85.1	61.8	71
REGION 08	NUMBER	3602	2988	834	3536	2173	3294	2381	2714	3269	2960					
	PERCENT		83	23		61	93	67	77	92	84	87	45	5-85.4	62.3	72
REGION 09	NUMBER	2888	2498	752	2796	1741	2608	1879	2245	2629	2390					
	PERCENT		86	26		62	93	67	80	94	85	89	45	5-86.3	63.5	74
REGION 10	NUMBER	36623	29573	8658	35816	21664	32584	24204	27594	32646	29082					
	PERCENT		81	24		60	91	68	77	91	81	86	44	5-84.8	61.7	71
REGION 11	NUMBER	27216	23185	6896	26506	17167	24702	18470	21057	24711	22334					
	PERCENT		85	25		65	93	70	79	93	84	89	47	5-86.4	64.0	75
REGION 12	NUMBER	8638	7174	1899	8422	4941	7830	5622	6478	7852	6892					
	PERCENT		83	22		59	93	67	77	93	82	87	41	5-85.1	61.4	71
REGION 13	NUMBER	18297	15101	4818	17743	11231	16224	12324	13993	16282	14641					
	PERCENT		83	26		63	91	69	79	92	83	86	47	5-85.7	63.3	74
REGION 14	NUMBER	3181	2819	917	3101	1980	2950	2176	2543	2952	2648					
	PERCENT		89	29		64	95	70	82	95	85	90	47	5-87.2	64.9	76
REGION 15	NUMBER	3450	2938	779	3369	1845	3162	2212	2676	3143	2782					
	PERCENT		85	23		55	94	66	79	93	83	88	40	5-85.0	61.3	70
REGION 16	NUMBER	5349	4568	1252	5206	3033	4904	3523	4139	4869	4336					
	PERCENT		85	23		58	94	68	80	94	83	88	43	5-85.7	62.5	72
REGION 17	NUMBER	5047	4210	1252	4908	2731	4608	3322	3820	4571	4010					
	PERCENT		83	25		56	94	68	78	93	82	87	42	5-85.1	61.7	71
REGION 18	NUMBER	5506	4332	1100	5357	2811	4880	3415	4033	4825	4207					
	PERCENT		79	20		52	91	64	75	90	79	83	38	5-83.2	59.0	67

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING												
						READING COMPREHENSION — Number and Percent of Students Demonstrating Objective Mastery											
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 19	NUMBER	8666	6935	1679	8499	4188	7771	5652	6360	7721	6698					
	PERCENT		80	19		49	91	67	75	91	79	84	35	5-83.2	58.4	66
REGION 20	NUMBER	21182	16712	4138	20616	10730	18706	13431	15270	18693	16227					
	PERCENT		79	20		52	91	65	74	91	79	83	37	5-83.3	58.8	66
STATEWIDE	NUMBER	257831	211304	59323	251388	144920	231444	169334	194237	230797	206397					
	PERCENT		82	23		58	92	67	77	92	82	86	42	5-84.8	61.4	71

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																			
						CONCEPTS					OPERATIONS				PROBLEM SOLVING									
						1	2	3	4	5	6	7	8	9	10	11	12	13						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																		
REGION 01	NUMBER	16963	13160	3142	16778	13660	16226	16313	15473	14197	15301	13280	14667	15115	14338	11225	13524	10483	90	36	5-83.2	72.8	86
	PERCENT		78	19		81	97	97	92	85	91	79	87	90	85	67	81	62					
REGION 02	NUMBER	7332	5953	1497	7219	5418	6964	6988	6679	6083	6351	5783	6190	6505	6051	4803	5830	3928	89	31	5-82.4	70.8	84
	PERCENT		81	20		75	96	97	93	84	88	80	86	90	84	67	81	54					
REGION 03	NUMBER	3707	3130	970	3640	2993	3529	3532	3421	3181	3351	3096	3251	3399	3199	2619	3067	2319	93	40	5-84.3	75.2	88
	PERCENT		84	26		82	97	97	94	87	92	85	89	93	88	72	84	64					
REGION 04	NUMBER	55358	45539	13140	54625	42465	52444	52649	50283	46596	48146	43693	46985	49252	46818	37518	45360	31647	89	35	5-82.9	72.4	86
	PERCENT		82	24		78	96	96	92	85	88	80	86	90	86	69	83	58					
REGION 05	NUMBER	5634	4629	1197	5568	4137	5384	5389	5124	4718	4849	4495	4692	5086	4716	3647	4565	2909	89	31	5-82.4	70.8	84
	PERCENT		82	21		74	97	97	92	85	87	81	84	91	85	65	82	52					
REGION 06	NUMBER	8905	7339	2084	8761	6776	8368	8415	8113	7454	7660	7174	7464	7956	7524	6009	7317	4916	89	33	5-82.9	72.1	85
	PERCENT		82	23		77	96	96	93	85	87	82	85	91	86	69	84	56					
REGION 07	NUMBER	10287	8521	2319	10176	7843	9788	9804	9402	8831	9046	8379	8731	9292	8727	7141	8510	5697	90	33	5-83.1	72.3	86
	PERCENT		83	23		77	96	96	92	87	89	82	86	91	86	70	84	56					
REGION 08	NUMBER	3602	2988	834	3560	2731	3442	3399	3306	3038	3180	2961	3084	3303	3071	2456	2994	1958	91	32	5-83.2	72.4	86
	PERCENT		83	23		77	97	95	93	85	89	83	87	93	86	69	84	55					
REGION 09	NUMBER	2888	2498	752	2849	2297	2779	2771	2712	2482	2579	2519	2573	2682	2551	2151	2505	1822	94	40	5-84.8	75.9	89
	PERCENT		86	26		81	98	97	95	87	91	88	90	94	90	76	88	64					
REGION 10	NUMBER	36623	29573	8658	36111	27391	34287	34494	32796	30790	30848	28604	30189	32178	30573	24341	29697	19728	87	33	5-82.2	71.2	84
	PERCENT		81	24		76	95	96	91	85	85	79	84	89	85	67	82	55					
REGION 11	NUMBER	27216	23185	6896	26856	21326	25847	26021	25136	23403	23728	22554	23477	24642	23519	19316	22927	15380	91	36	5-83.7	73.8	87
	PERCENT		85	25		79	96	97	94	87	88	84	87	92	88	72	85	57					
REGION 12	NUMBER	8638	7174	1899	8504	6603	8191	8193	7900	7368	7488	7091	7410	7837	7365	5980	7177	4629	91	33	5-83.2	72.5	86
	PERCENT		83	22		78	96	96	93	87	88	83	87	92	87	70	84	54					
REGION 13	NUMBER	18297	15101	4818	18019	13907	17264	17401	16693	15394	15561	14838	15359	16209	15564	12857	15221	10423	89	36	5-83.1	72.9	86
	PERCENT		83	26		77	96	97	93	85	86	82	85	90	86	71	84	58					
REGION 14	NUMBER	3181	2819	917	3135	2632	3061	3077	2979	2805	2872	2808	2877	3038	2846	2444	2757	1919	96	42	5-85.5	77.4	90
	PERCENT		89	29		84	98	98	95	89	92	90	92	97	91	78	88	61					
REGION 15	NUMBER	3450	2938	779	3412	2701	3323	3319	3261	2910	3084	2968	3023	3251	3059	2541	2900	1977	94	36	5-84.4	74.7	88
	PERCENT		85	23		79	97	97	96	85	90	87	89	95	90	74	85	58					
REGION 16	NUMBER	5349	4568	1252	5268	4138	5094	5089	4944	4522	4745	4504	4664	4919	4605	3835	4489	3103	93	36	5-84.0	74.0	87
	PERCENT		85	23		79	97	97	94	86	90	85	89	93	87	73	85	59					
REGION 17	NUMBER	5047	4210	1252	4976	3909	4831	4844	4650	4331	4516	4278	4378	4591	4323	3517	4233	2899	92	37	5-83.9	73.9	87
	PERCENT		83	25		79	97	97	93	87	91	86	88	92	87	71	85	58					
REGION 18	NUMBER	5506	4332	1100	5435	4060	5167	5195	4891	4380	4720	4481	4665	4986	4538	3768	4445	2782	88	31	5-82.3	71.0	84
	PERCENT		79	20		75	95	96	90	81	87	82	86	92	83	69	82	51					

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																			
						CONCEPTS					OPERATIONS				PROBLEM SOLVING									
						1	2	3	4	5	6	7	8	9	10	11	12	13						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																		
REGION 19	NUMBER PERCENT	8666	6935 80	1679 19	8582	6590 77	8242 96	8322 97	7879 92	7178 84	7553 88	6845 80	7401 86	7766 90	7308 85	5849 68	7074 82	4942 58	89	33	5-82.7	71.3	84
REGION 20	NUMBER PERCENT	21182	16712 79	4138 20	20870	15805 76	19844 95	20098 96	18996 91	17459 84	18106 87	16485 79	17650 85	18478 89	17548 84	13966 67	17021 82	11152 53	88	31	5-82.1	70.6	84
STATEWIDE	NUMBER PERCENT	257831	211304 82	59323 23	254344	197382 78	244075 96	245313 96	234638 92	217120 85	223684 88	206836 81	218730 86	230485 91	218243 86	175983 69	211613 83	144613 57	90	34	5-83.0	72.4	86

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION — Number and Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 01	NUMBER	17766	13016	2074	17393	11358	16480	7026	10739	12175	12491	78	28	6-80.9	55.1	60
	PERCENT		73	12		65	95	40	62	70	72					
REGION 02	NUMBER	7541	5851	1030	7375	5396	7038	3302	4869	5503	5697	83	33	6-83.2	58.6	66
	PERCENT		78	14		73	95	45	66	75	77					
REGION 03	NUMBER	3807	3134	653	3728	2881	3611	1799	2644	2954	3045	87	36	6-85.3	61.9	71
	PERCENT		82	17		77	97	48	71	79	82					
REGION 04	NUMBER	57827	45247	10111	56657	43017	54248	26444	39268	43611	44462	84	36	6-84.2	60.6	69
	PERCENT		78	17		76	96	47	69	77	78					
REGION 05	NUMBER	5893	4583	820	5776	4418	5521	2472	3994	4417	4518	84	33	6-83.7	59.3	67
	PERCENT		78	14		76	96	43	69	76	78					
REGION 06	NUMBER	9122	7379	1714	8895	7036	8541	4127	6329	7046	7229	86	37	6-85.2	62.1	72
	PERCENT		81	19		79	96	46	71	79	81					
REGION 07	NUMBER	10469	8483	1796	10238	7875	9853	4678	7299	8085	8362	86	36	6-85.0	61.6	71
	PERCENT		81	17		77	96	46	71	79	82					
REGION 08	NUMBER	3560	2939	578	3482	2732	3383	1553	2479	2784	2888	87	35	6-85.2	61.7	71
	PERCENT		83	16		78	97	45	71	80	83					
REGION 09	NUMBER	2993	2570	606	2922	2383	2844	1404	2209	2431	2494	89	39	6-86.7	64.3	75
	PERCENT		86	20		82	97	48	76	83	85					
REGION 10	NUMBER	37858	30762	7304	37203	29140	35934	18436	26879	29571	29717	86	39	6-85.3	62.3	72
	PERCENT		81	19		78	97	50	72	79	80					
REGION 11	NUMBER	28047	23290	5760	27430	22243	26452	13501	20236	22251	22470	88	40	6-86.0	63.3	74
	PERCENT		83	21		81	96	49	74	81	82					
REGION 12	NUMBER	9138	7186	1306	8925	6860	8584	3759	6111	6822	7027	84	32	6-83.9	59.5	67
	PERCENT		79	14		77	96	42	68	76	79					
REGION 13	NUMBER	18191	14557	3725	17745	14029	17010	8624	12766	14008	14185	85	39	6-85.1	62.4	72
	PERCENT		80	20		79	96	49	72	79	80					
REGION 14	NUMBER	3388	2830	598	3313	2658	3209	1480	2367	2738	2740	88	35	6-85.6	62.3	72
	PERCENT		84	18		80	97	45	71	83	83					
REGION 15	NUMBER	3488	2948	581	3400	2638	3293	1581	2408	2730	2778	88	36	6-85.2	61.5	71
	PERCENT		85	17		78	97	47	71	80	82					
REGION 16	NUMBER	5336	4416	908	5224	4118	5018	2381	3644	4121	4256	86	35	6-85.0	61.5	71
	PERCENT		83	17		79	96	46	70	79	81					
REGION 17	NUMBER	5374	4571	1015	5212	3979	5071	2484	3799	4293	4341	88	38	6-85.9	63.0	73
	PERCENT		85	19		76	97	48	73	82	83					
REGION 18	NUMBER	5709	4496	867	5592	4192	5400	2409	3824	4325	4425	84	34	6-84.0	60.0	68
	PERCENT		79	15		75	97	43	68	77	79					

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION — Number and Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 19	NUMBER	9994	7518	1173	9849	6792	9388	3939	6407	7221	7186	81	28	6-82.1	56.5	62
	PERCENT		75	12		69	95	40	65	73	73					
REGION 20	NUMBER	21951	16005	2552	21345	14909	20373	8513	13447	15396	15822	80	29	6-81.8	56.3	62
	PERCENT		73	12		70	95	40	63	72	74					
STATEWIDE	NUMBER	267452	211781	45171	261704	198654	251251	119912	181718	202482	206133	84	35	6-84.3	60.5	69
	PERCENT		79	17		76	96	46	69	77	79					

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06
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		ALL TESTS TAKEN (R, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 01	NUMBER	17766	13016	2074	17534	16834	15201	15533	16664	10498	16317	14146	14509	14468	15804	4407	13417	13272					
	PERCENT		73	12		96	87	89	95	60	93	81	83	83	90	25	77	76	85	18	6-80.3	67.2	79
REGION 02	NUMBER	7541	5851	1030	7413	7172	6522	6085	6997	4866	6857	6165	6211	6299	6791	2311	5709	5415					
	PERCENT		78	14		97	88	82	94	66	92	83	84	85	92	31	77	73	86	21	6-80.7	68.0	80
REGION 03	NUMBER	3807	3134	653	3745	3636	3348	3225	3565	2549	3588	3290	3265	3361	3523	1335	3042	2897					
	PERCENT		82	17		97	89	86	95	68	96	88	87	90	94	36	81	77	90	26	6-82.5	71.6	85
REGION 04	NUMBER	57827	45247	10111	57129	55013	48994	45639	53510	37549	52900	46559	47375	48427	52662	21037	44895	42621					
	PERCENT		78	17		96	86	80	94	66	93	81	83	85	92	37	79	75	85	25	6-80.7	68.8	81
REGION 05	NUMBER	5893	4583	820	5803	5618	5017	4538	5438	3836	5338	4689	4723	4950	5322	1893	4516	4189					
	PERCENT		78	14		97	86	78	94	66	92	81	81	85	92	33	78	72	85	21	6-80.3	67.5	80
REGION 06	NUMBER	9122	7379	1714	8989	8765	8100	7342	8477	6420	8380	7635	7542	7839	8434	3602	7225	6825					
	PERCENT		81	19		98	90	82	94	71	93	85	84	87	94	40	80	76	88	28	6-81.9	70.9	84
REGION 07	NUMBER	10469	8483	1796	10348	10065	9285	8489	9737	7245	9741	8840	8813	9097	9653	3670	8341	7811					
	PERCENT		81	17		97	90	82	94	70	94	85	85	88	93	35	81	75	88	25	6-81.8	70.4	83
REGION 08	NUMBER	3560	2939	578	3510	3404	3175	2937	3332	2458	3341	3037	3005	3172	3314	1272	2893	2667					
	PERCENT		83	16		97	90	84	95	70	95	87	86	90	94	36	82	76	90	25	6-82.4	71.1	84
REGION 09	NUMBER	2993	2570	606	2952	2881	2752	2582	2804	2274	2829	2651	2615	2713	2813	1177	2552	2400					
	PERCENT		86	20		98	93	87	95	77	96	90	89	92	95	40	86	81	92	31	6-83.8	74.6	88
REGION 10	NUMBER	37858	30762	7304	37401	36318	32465	31398	35053	25861	35092	31301	31927	32604	34878	14608	30276	28517					
	PERCENT		81	19		97	87	84	94	69	94	84	85	87	93	39	81	76	88	27	6-81.8	70.7	84
REGION 11	NUMBER	28047	23290	5760	27661	26843	24947	22857	25996	20188	25832	23597	23471	24418	26115	12055	22706	21325					
	PERCENT		83	21		97	90	83	94	73	93	85	85	88	94	44	82	77	89	30	6-82.4	71.9	85
REGION 12	NUMBER	9138	7186	1306	9004	8742	7989	7133	8394	6146	8303	7474	7453	7740	8389	3148	7114	6573					
	PERCENT		79	14		97	89	79	93	68	92	83	83	86	93	35	79	73	87	23	6-81.0	68.6	81
REGION 13	NUMBER	18191	14557	3725	17936	17337	16179	14449	16687	12864	16433	14889	14678	15159	16668	7959	14243	13587					
	PERCENT		80	20		97	90	81	93	72	92	83	82	85	93	44	79	76	86	29	6-81.6	70.7	84
REGION 14	NUMBER	3388	2830	598	3340	3250	3063	2727	3136	2425	3101	2896	2860	2981	3158	1371	2779	2620					
	PERCENT		84	18		97	92	82	94	73	93	87	86	89	95	41	83	78	90	27	6-82.6	71.9	85
REGION 15	NUMBER	3488	2948	581	3444	3347	3225	2815	3256	2553	3278	3081	3019	3155	3253	1187	2894	2597					
	PERCENT		85	17		97	94	82	95	74	95	89	88	92	94	34	84	75	92	24	6-82.8	71.7	85
REGION 16	NUMBER	5336	4416	908	5256	5144	4801	4445	4992	3735	5005	4624	4522	4756	4978	1902	4435	4088					
	PERCENT		83	17		98	91	85	95	71	95	88	86	90	95	36	84	78	91	26	6-82.8	72.0	85
REGION 17	NUMBER	5374	4571	1015	5313	5177	4907	4677	5082	3878	5110	4792	4693	4878	5032	1989	4548	4199					
	PERCENT		85	19		97	92	88	96	73	96	90	88	92	95	37	86	79	92	28	6-83.4	73.3	87
REGION 18	NUMBER	5709	4496	867	5641	5406	4993	4484	5271	3691	5269	4847	4784	5004	5245	1924	4474	3986					
	PERCENT		79	15		96	89	79	93	65	93	86	85	89	93	34	79	71	87	22	6-81.1	68.7	81

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																			
						CONCEPTS					OPERATIONS				PROBLEM SOLVING									
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																		
REGION 19	NUMBER	9994	7518	1173	9851	9484	8466	7817	9293	6046	9121	7909	8145	8269	8951	2974	7507	7395	84	20	6-80.2	67.2	79
	PERCENT		75	12		96	86	79	94	61	93	80	83	84	91	30	76	75					
REGION 20	NUMBER	21951	16005	2552	21577	20637	18383	16694	19884	12878	19553	16742	16996	17149	19749	6855	15846	14985	81	19	6-79.1	65.1	76
	PERCENT		73	12		96	85	77	92	60	91	78	79	79	92	32	73	69					
STATEWIDE	NUMBER	267452	211781	45171	263847	255073	231812	215866	247568	177960	245388	219164	220606	226439	244732	96676	209412	197969	86	25	6-81.2	69.5	82
	PERCENT		79	17		97	88	82	94	67	93	83	84	86	93	37	79	75					

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
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GRADE: 07
STATEWIDE

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		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION — Number and Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 01	NUMBER	18168	12633	2793	17863	15048	15652	10476	14371	11878	13655					
	PERCENT		70	15		84	88	59	80	66	76	75	43	7-78.3	50.7	51
REGION 02	NUMBER	7854	5894	1379	7713	7157	6924	4790	6447	5607	6238					
	PERCENT		75	18		93	90	62	84	73	81	81	49	7-81.0	54.7	59
REGION 03	NUMBER	3967	3279	937	3890	3705	3627	2637	3450	3095	3358					
	PERCENT		83	24		95	93	68	89	80	86	87	57	7-83.7	58.8	66
REGION 04	NUMBER	57594	44449	12758	56565	52464	51598	37700	48070	42470	47793					
	PERCENT		77	22		93	91	67	85	75	84	84	55	7-82.3	56.9	63
REGION 05	NUMBER	5956	4691	1127	5870	5589	5343	3968	5065	4480	5054					
	PERCENT		79	19		95	91	68	86	76	86	85	55	7-82.8	57.1	63
REGION 06	NUMBER	9451	7349	2062	9248	8711	8400	6081	7847	7051	7929					
	PERCENT		78	22		94	91	66	85	76	86	84	55	7-82.7	57.5	64
REGION 07	NUMBER	10826	8761	2385	10622	10054	9794	7145	9274	8267	9235					
	PERCENT		81	22		95	92	67	87	78	87	86	56	7-83.3	58.0	65
REGION 08	NUMBER	3713	3136	823	3643	3469	3390	2525	3223	2949	3217					
	PERCENT		84	22		95	93	69	88	81	88	88	59	7-84.2	59.6	68
REGION 09	NUMBER	2986	2488	723	2918	2797	2698	2010	2568	2322	2560					
	PERCENT		83	24		96	92	69	88	80	88	87	58	7-84.0	59.3	67
REGION 10	NUMBER	38419	29321	8182	37789	35220	34184	24997	31607	28196	31538					
	PERCENT		76	21		93	90	66	84	75	83	83	55	7-82.0	56.6	62
REGION 11	NUMBER	28038	22262	6730	27483	26053	25184	18543	23649	21207	23755					
	PERCENT		79	24		95	92	67	86	77	86	85	57	7-83.2	58.3	65
REGION 12	NUMBER	9164	7290	1726	8968	8533	8238	5822	7716	6885	7647					
	PERCENT		80	19		95	92	65	86	77	85	85	54	7-82.6	56.9	63
REGION 13	NUMBER	18425	14470	4414	18025	17033	16400	12176	15529	13825	15389					
	PERCENT		79	24		94	91	68	86	77	85	84	57	7-83.0	58.3	65
REGION 14	NUMBER	3443	2869	833	3385	3233	3156	2329	3015	2709	2994					
	PERCENT		83	24		96	93	69	89	80	88	88	58	7-84.3	59.8	68
REGION 15	NUMBER	3651	2891	784	3567	3310	3250	2259	3030	2698	3012					
	PERCENT		79	21		93	91	63	85	76	84	83	53	7-82.0	56.2	62
REGION 16	NUMBER	5637	4613	1301	5516	5265	5091	3714	4808	4334	4773					
	PERCENT		82	23		95	92	67	87	79	87	86	57	7-83.3	58.1	65
REGION 17	NUMBER	5550	4497	1186	5433	5091	4995	3548	4733	4219	4627					
	PERCENT		81	21		94	92	65	87	78	85	85	55	7-82.9	57.5	64
REGION 18	NUMBER	6035	4540	1144	5947	5469	5324	3659	4981	4347	4818					
	PERCENT		75	19		92	90	62	84	73	81	81	50	7-81.0	55.0	59

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
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STATEWIDE

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		ALL TESTS TAKEN (R, M)			READING											
						READING COMPREHENSION Number and Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 19	NUMBER	10283	7509	1548	10133	8969	9171	6151	8425	7361	8097					
	PERCENT		73	15		89	91	61	83	73	80	80	47	7-80.4	53.3	56
REGION 20	NUMBER	21746	15530	3450	21274	19524	18998	12791	17574	14936	16938					
	PERCENT		71	16		92	89	60	83	70	80	79	47	7-80.2	53.4	56
STATEWIDE	NUMBER	270906	208472	56285	265852	246694	241417	173321	225382	198836	222627					
	PERCENT		77	21		93	91	65	85	75	84	83	53	7-82.0	56.4	62

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
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		ALL TESTS TAKEN (R, M)			MATHEMATICS																			
						CONCEPTS					OPERATIONS				PROBLEM SOLVING									
						1	2	3	4	5	6	7	8	9	10	11	12	13						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																		
REGION 01	NUMBER	18168	12633	2795	17903	17255	16074	15592	13103	11940	15502	14867	14177	13884	14601	12846	4570	13208					
	PERCENT		70	15		96	90	87	73	67	87	83	79	78	82	72	26	74	81	19	7-78.7	63.6	74
REGION 02	NUMBER	7854	5894	1379	7712	7456	6904	6930	5763	5168	6732	6500	6185	6211	6423	5869	2281	5903					
	PERCENT		75	18		97	90	90	75	67	87	84	80	81	83	76	30	77	83	21	7-79.7	65.4	77
REGION 03	NUMBER	3967	3279	937	3895	3814	3629	3560	3210	2807	3590	3515	3356	3364	3398	3192	1369	3200					
	PERCENT		83	24		98	93	91	82	72	92	90	86	86	87	82	35	82	89	27	7-82.5	70.3	83
REGION 04	NUMBER	57594	44449	12758	56768	54815	50939	51372	43089	39399	49390	48191	45627	45484	47565	44719	19527	44278					
	PERCENT		77	22		97	90	90	76	69	87	85	80	80	84	79	34	78	84	25	7-80.4	67.1	79
REGION 05	NUMBER	5956	4691	1127	5835	5698	5333	5319	4324	3789	5161	5080	4723	4766	4925	4656	1808	4607					
	PERCENT		79	19		98	91	91	74	65	88	87	81	82	84	80	31	79	86	22	7-80.6	66.6	79
REGION 06	NUMBER	9451	7349	2062	9278	9013	8314	8465	7017	6713	8081	7918	7215	7364	7950	7379	3124	7385					
	PERCENT		78	22		97	90	91	76	72	87	85	78	79	86	80	34	80	85	25	7-80.6	67.3	79
REGION 07	NUMBER	10826	8761	2385	10667	10411	9786	9761	8705	7638	9617	9445	8920	9092	9156	8572	3593	8421					
	PERCENT		81	22		98	92	92	82	72	90	89	84	85	86	80	34	79	88	25	7-81.7	68.8	81
REGION 08	NUMBER	3713	3136	823	3648	3555	3415	3391	3073	2680	3345	3283	3114	3155	3187	3055	1232	3018					
	PERCENT		84	22		97	94	93	84	73	92	90	85	86	87	84	34	83	91	25	7-82.6	70.1	83
REGION 09	NUMBER	2986	2488	723	2949	2887	2746	2747	2501	2274	2688	2649	2496	2556	2597	2451	1111	2476					
	PERCENT		83	24		98	93	93	85	77	91	90	85	87	88	83	38	84	90	29	7-82.9	71.0	84
REGION 10	NUMBER	38419	29321	8182	37785	36410	33552	33742	28701	26131	32381	31592	29739	29680	31582	29190	12580	29295					
	PERCENT		76	21		96	89	89	76	69	86	84	79	79	84	77	33	78	83	24	7-79.9	66.2	78
REGION 11	NUMBER	28038	22262	6730	27564	26677	24910	25195	21682	19918	23942	23534	22075	22346	23753	22378	10284	22153					
	PERCENT		79	24		97	90	91	79	72	87	85	80	81	86	81	37	80	85	28	7-81.2	68.5	81
REGION 12	NUMBER	9164	7290	1726	8995	8736	8213	8198	7121	6351	7890	7815	7273	7325	7720	7210	2834	7065					
	PERCENT		80	19		97	91	91	79	71	88	87	81	81	86	80	32	79	86	22	7-80.9	67.1	79
REGION 13	NUMBER	18425	14470	4414	18085	17424	16160	16659	14232	13010	15666	15257	14061	14303	15525	14577	6775	14495					
	PERCENT		79	24		96	89	92	79	72	87	84	78	79	86	81	37	80	85	27	7-80.9	68.2	81
REGION 14	NUMBER	3443	2869	833	3384	3302	3131	3146	2814	2469	3054	3034	2826	2946	2994	2794	1246	2791					
	PERCENT		83	24		98	93	93	83	73	90	90	84	87	88	83	37	82	90	28	7-82.5	70.3	83
REGION 15	NUMBER	3651	2891	784	3603	3509	3379	3271	2902	2598	3244	3172	2960	3057	3131	2895	1315	2858					
	PERCENT		79	21		97	94	91	81	72	90	88	82	85	87	80	36	79	87	26	7-81.7	69.0	82
REGION 16	NUMBER	5637	4613	1301	5536	5423	5104	5139	4657	4087	5058	4945	4671	4819	4893	4509	1982	4503					
	PERCENT		82	23		98	92	93	84	74	91	89	84	87	88	81	36	81	90	27	7-82.5	70.3	83
REGION 17	NUMBER	5550	4497	1186	5481	5365	5128	5005	4501	4028	5004	4934	4611	4737	4742	4395	1839	4415					
	PERCENT		81	21		98	94	91	82	73	91	90	84	86	87	80	34	81	89	25	7-82.1	69.3	82
REGION 18	NUMBER	6035	4540	1144	5946	5701	5309	5268	4628	4091	5141	4996	4661	4713	4982	4538	1801	4514					
	PERCENT		75	19		96	89	89	78	69	86	84	78	79	84	76	30	76	83	22	7-79.7	65.4	77

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 07
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATHEMATICS																			
						CONCEPTS					OPERATIONS				PROBLEM SOLVING									
						1	2	3	4	5	6	7	8	9	10	11	12	13						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																		
REGION 19	NUMBER	10283	7509	1548	10120	9664	8858	8987	7158	6613	8644	8395	7839	7777	8348	7637	2653	7627					
	PERCENT		73	15		95	88	89	71	65	85	83	77	77	82	75	26	75	82	18	7-78.8	63.4	74
REGION 20	NUMBER	21746	15530	3450	21283	20292	18595	18802	15044	13539	18023	17388	16188	16001	17427	15616	5921	15827					
	PERCENT		71	16		95	87	88	71	64	85	82	76	75	82	73	28	74	80	19	7-78.4	63.1	73
STATEWIDE	NUMBER	270906	208472	56285	266437	257407	239479	240549	204225	185243	232153	226510	212717	213580	224899	208478	87845	208039					
	PERCENT		77	21		97	90	90	77	70	87	85	80	80	84	78	33	78	84	24	7-80.4	66.8	79

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			READING												WRITING							
						READING COMPREHENSION (Number and Percent of Students Demonstrating Objective Mastery)												WRITTEN COMMUNICATION (Number and Percent of Students Demonstrating Objective Mastery)						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 01	NUMBER	18532	13003	2534	17629	12792	13143	11971	14762	13129	12434						17674	8117	11932	15106	8975			
	PERCENT		70	14		73	75	68	84	74	71	83	43	8-81.5	56.4	62		46	68	85	51	80	29	1623
REGION 02	NUMBER	7888	5814	1235	7515	5997	5587	5315	6494	5864	5472						7447	3549	5249	6788	3846			
	PERCENT		74	16		80	74	71	86	78	73	86	48	8-82.9	58.8	66		48	70	91	52	83	30	1637
REGION 03	NUMBER	4070	3244	845	3922	3204	3127	2961	3560	3263	3081						3832	2250	2963	3551	2277			
	PERCENT		80	21		82	80	75	91	83	79	90	54	8-85.3	62.9	73		59	77	93	59	88	39	1683
REGION 04	NUMBER	58290	44668	11097	56046	45750	42676	41028	49659	45247	43159						54981	28774	40585	49642	30617			
	PERCENT		77	19		82	76	73	89	81	77	88	51	8-84.3	61.0	70		52	74	90	56	86	35	1657
REGION 05	NUMBER	6104	4555	964	5880	4814	4367	4171	5229	4745	4522						5766	2893	4147	5214	3180			
	PERCENT		75	16		82	74	71	89	81	77	88	50	8-84.0	60.5	69		50	72	90	55	85	33	1649
REGION 06	NUMBER	9589	7193	1620	9144	7526	6602	6499	8079	7407	6966						8939	4478	6394	8204	4586			
	PERCENT		75	17		82	72	71	88	81	76	87	50	8-83.8	60.3	69		50	72	92	51	85	31	1643
REGION 07	NUMBER	11012	8513	1850	10594	8700	8002	7695	9516	8708	8419						10341	5099	7445	9478	5338			
	PERCENT		77	17		82	76	73	90	82	79	89	51	8-84.8	61.7	71		49	72	92	52	85	31	1648
REGION 08	NUMBER	3764	3128	754	3641	3101	2857	2771	3344	3100	3040						3572	2100	2824	3360	2074			
	PERCENT		83	20		85	78	76	92	85	83	92	57	8-86.2	64.2	75		59	79	94	58	90	39	1686
REGION 09	NUMBER	3122	2514	686	2991	2526	2264	2213	2701	2497	2435						2922	1657	2179	2747	1674			
	PERCENT		81	22		84	76	74	90	83	81	90	53	8-85.3	62.8	73		57	75	94	57	89	38	1682
REGION 10	NUMBER	38126	29375	7333	36664	30406	27414	26831	32594	29799	28539						35928	20856	26485	32864	20088			
	PERCENT		77	19		83	75	73	89	81	78	88	51	8-84.4	61.1	70		58	74	91	56	87	38	1676
REGION 11	NUMBER	28084	21903	5148	26926	22857	19930	19793	24130	22273	21277						26294	14522	19038	24299	13720			
	PERCENT		78	18		85	74	74	90	83	79	89	52	8-84.8	61.7	71		55	72	92	52	86	34	1659
REGION 12	NUMBER	9092	6981	1507	8671	7260	6457	6223	7764	7198	6651						8483	4178	6118	7841	4447			
	PERCENT		77	17		84	74	72	90	83	77	89	50	8-84.5	60.9	70		49	72	92	52	85	31	1643
REGION 13	NUMBER	19008	14266	3648	18204	15208	13274	13025	15885	14574	13895						17772	9185	12895	16400	9544			
	PERCENT		75	19		84	73	72	87	80	76	87	51	8-83.9	60.8	70		52	73	92	54	84	34	1654
REGION 14	NUMBER	3691	2968	648	3567	3027	2653	2636	3251	3017	2823						3495	1928	2632	3312	1861			
	PERCENT		80	18		85	74	74	91	85	79	91	51	8-85.2	62.0	72		55	75	95	53	89	34	1667
REGION 15	NUMBER	3665	2766	555	3469	2819	2486	2402	3049	2757	2555						3444	1726	2435	3159	1797			
	PERCENT		75	15		81	72	69	88	79	74	87	47	8-83.2	59.1	67		50	71	92	52	85	31	1642
REGION 16	NUMBER	5795	4579	1093	5563	4601	4084	3979	4965	4565	4341						5479	3015	3933	5083	2994			
	PERCENT		79	19		83	73	72	89	82	78	89	49	8-84.2	60.4	69		55	72	93	55	87	34	1662
REGION 17	NUMBER	5872	4577	1085	5590	4517	4173	4070	4908	4467	4293						5562	3078	3903	5074	2972			
	PERCENT		78	18		81	75	73	88	80	77	88	50	8-84.1	60.6	69		55	70	91	53	86	33	1651
REGION 18	NUMBER	6156	4420	857	5915	4572	4190	4028	5058	4579	4270						5857	2888	3838	5231	2670			
	PERCENT		72	14		77	71	68	86	77	72	84	45	8-82.1	57.4	64		49	66	89	46	81	28	1625

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			READING											
						READING COMPREHENSION: Number and Percent of Students Demonstrating Objective Mastery										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 19	NUMBER	10682	7715	1156	10340	8048	7640	7308	8943	8120	7132	86	44	8-82.4	57.2	63
	PERCENT		72	11		78	74	71	86	79	69					
REGION 20	NUMBER	22435	16081	3088	21387	16801	15500	14707	18425	16603	15440	85	45	8-82.5	57.7	64
	PERCENT		72	14		79	72	69	86	78	72					
STATEWIDE	NUMBER	274977	208263	47703	263658	214526	196426	189624	232316	211912	200744	88	50	8-83.9	60.3	69
	PERCENT		76	17		81	75	72	88	80	76					

		WRITING							
			WRITTEN COMMUNICATION: Number and Percent of Students Demonstrating Objective Mastery						
		NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 19	NUMBER	10212	4468	7086	9081	5219	83	27	1623
	PERCENT		44	69	89	51			
REGION 20	NUMBER	21103	10510	14877	19013	10662	84	30	1638
	PERCENT		50	70	90	51			
STATEWIDE	NUMBER	259103	135271	186958	235447	138541	85	33	1653
	PERCENT		52	72	91	53			

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

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REPORT DATE: JULY 1999
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		ALL TESTS TAKEN (R, W, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 01	NUMBER	18532	13003	2534	17643	12349	14955	13647	12560	16188	16685	15958	15849	13947	14549	8665	12085	14087	83	29	8-78.7	63.4	74
	PERCENT		70	14		70	85	77	71	92	95	90	90	79	82	49	68	80					
REGION 02	NUMBER	7888	5814	1235	7472	5341	6369	5956	5591	6931	7074	6883	6733	6022	6203	3955	5458	6179	85	32	8-79.7	65.1	76
	PERCENT		74	16		71	85	80	75	93	95	92	90	81	83	53	73	83					
REGION 03	NUMBER	4070	3244	845	3905	2917	3365	3198	3061	3679	3771	3701	3617	3340	3415	2248	2994	3394	89	37	8-81.4	68.3	81
	PERCENT		80	21		75	86	82	78	94	97	95	93	86	87	58	77	87					
REGION 04	NUMBER	58290	44668	11097	56042	40358	48198	45157	43237	51846	53100	51385	50585	45946	47633	31875	41932	47257	86	37	8-80.3	66.8	79
	PERCENT		77	19		72	86	81	77	93	95	92	90	82	85	57	75	84					
REGION 05	NUMBER	6104	4555	964	5835	3946	4954	4640	4329	5405	5444	5304	5233	4678	4824	2921	4241	4889	84	30	8-79.3	64.4	75
	PERCENT		75	16		68	85	80	74	93	93	91	90	80	83	50	73	84					
REGION 06	NUMBER	9589	7193	1620	9165	6657	7836	7438	7157	8440	8498	8359	8085	7351	7671	5025	6769	7816	85	35	8-79.9	65.9	78
	PERCENT		75	17		73	85	81	78	92	93	91	88	80	84	55	74	85					
REGION 07	NUMBER	11012	8513	1850	10583	7819	9246	8591	8280	9878	10072	9914	9658	8979	9007	5870	7965	9054	88	35	8-80.8	67.1	79
	PERCENT		77	17		74	87	81	78	93	95	94	91	85	85	55	75	86					
REGION 08	NUMBER	3764	3128	754	3612	2752	3207	2944	2956	3388	3473	3433	3362	3171	3171	2164	2895	3209	91	39	8-82.0	69.3	82
	PERCENT		83	20		76	89	82	82	94	96	95	93	88	88	60	80	89					
REGION 09	NUMBER	3122	2514	686	3001	2330	2633	2521	2455	2826	2850	2813	2743	2570	2620	1858	2340	2635	89	41	8-81.9	69.4	82
	PERCENT		81	22		78	88	84	82	94	95	94	91	86	87	62	78	88					
REGION 10	NUMBER	38126	29375	7333	36560	26010	31239	29261	28084	33816	34473	33418	32901	29908	30874	20133	27159	30795	85	34	8-80.1	66.0	78
	PERCENT		77	19		71	85	80	77	92	94	91	90	82	84	55	74	84					
REGION 11	NUMBER	28084	21903	5148	26876	19906	23444	22229	21529	24989	25343	24829	24189	22376	23162	15666	20758	23345	87	38	8-81.0	67.8	80
	PERCENT		78	18		74	87	83	80	93	94	92	90	83	86	58	77	87					
REGION 12	NUMBER	9092	6981	1507	8601	6275	7408	6894	6766	7996	8119	7989	7769	7196	7297	4621	6451	7309	87	34	8-80.4	66.2	78
	PERCENT		77	17		73	86	80	79	93	94	93	90	84	85	54	75	85					
REGION 13	NUMBER	19008	14[illegible]	3648	18203	13374	15631	14943	14392	16581	16736	16383	15830	14491	15329	10389	13578	15537	84	37	8-80.1	66.6	79
	PERCENT		75	19		73	86	82	79	91	92	90	87	80	84	57	75	85					
REGION 14	NUMBER	3691	2968	648	3553	2631	3153	2960	2908	3331	3383	3333	3204	3068	3133	2105	2761	3147	90	38	8-81.5	68.3	81
	PERCENT		80	18		74	89	83	82	94	95	94	90	86	88	59	78	89					
REGION 15	NUMBER	3665	2766	555	3489	2482	3030	2664	2694	3238	3259	3220	3162	2902	2973	1886	2530	2941	86	33	8-80.0	65.8	77
	PERCENT		75	15		71	87	76	77	93	93	92	91	83	85	54	73	84					
REGION 16	NUMBER	5795	4579	1093	5529	4184	4856	4596	4474	5195	5261	5195	5057	4730	4853	3225	4286	4818	89	38	8-81.4	68.2	81
	PERCENT		79	19		76	88	83	81	94	95	94	91	86	88	58	78	87					
REGION 17	NUMBER	5872	4577	1085	5626	4309	4855	4590	4378	5239	5372	5289	5068	4715	4732	3268	4264	4809	88	37	8-80.8	67.4	80
	PERCENT		78	18		77	86	82	78	93	95	94	90	84	84	58	76	85					
REGION 18	NUMBER	6156	4420	857	5885	3999	5010	4543	4392	5290	5481	5283	5113	4687	4790	3044	4094	4818	82	31	8-78.6	63.5	74
	PERCENT		72	14		68	85	77	75	90	93	90	87	80	81	52	70	82					

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 19	NUMBER	10682	7715	1156	10262	5998	8676	7917	7356	9329	9742	9335	9340	8106	8553	4789	7197	8448	83	25	8-78.5	62.4	72
	PERCENT		72	11		58	85	77	72	91	95	91	91	79	83	47	70	82					
REGION 20	NUMBER	22435	16081	3088	21323	14099	17605	16738	15604	19381	19918	19163	18602	16663	17475	10407	14741	17395	82	29	8-78.5	63.1	73
	PERCENT		72	14		66	83	78	73	91	93	90	87	78	82	49	69	82					
STATEWIDE	NUMBER	274977	208263	47703	263165	187736	225670	211427	202203	242966	248054	241187	236100	214846	222264	144114	194498	221882	85	34	8-80.0	66.0	78
	PERCENT		76	17		71	86	80	77	92	94	92	90	82	84	55	74	84					

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M, S, SS)			SCIENCE								
						INTEGRATING CONCEPTS WITH PROCESS SKILLS		UNDERSTANDING CONCEPTS					
						1	2	3	4	5			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SCIENTIFIC INQUIRY, INFERENCE, AND COMMUNICATION	CRITICAL THINKING AND PROBLEM SOLVING	LIVING SYSTEM INTERDEPENDENCY/ GENETIC CHANGE	CHARACTERISTICS OF THE UNIVERSE/MATTER AND ENERGY	EARTH SYSTEMS/ NATURAL EVENTS AND HUMAN ACTIVITIES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery							
REGION 01	NUMBER	18591	9515	932	17477	16995	11236	8025	15907	10366	79	32	1576
	PERCENT		51	5		97	64	46	91	59			
REGION 02	NUMBER	7914	4513	501	7145	6968	5140	3486	6770	5007	84	39	1602
	PERCENT		57	6		98	72	49	95	70			
REGION 03	NUMBER	4094	2680	395	3908	3844	3005	2167	3747	2837	88	46	1620
	PERCENT		65	10		98	77	55	96	73			
REGION 04	NUMBER	58760	37171	5716	55670	54467	41472	30981	52609	38462	86	45	1615
	PERCENT		63	10		98	74	56	95	69			
REGION 05	NUMBER	6118	3713	461	5773	5667	4289	2925	5479	3968	85	41	1606
	PERCENT		61	8		98	74	51	95	69			
REGION 06	NUMBER	9652	6064	826	9095	8934	6917	5210	8696	6756	88	48	1624
	PERCENT		63	9		98	76	57	96	74			
REGION 07	NUMBER	11063	7104	929	10436	10256	8110	6003	10052	7734	89	48	1623
	PERCENT		64	8		98	78	58	96	74			
REGION 08	NUMBER	3784	2657	377	3652	3612	2945	2312	3560	2759	92	52	1636
	PERCENT		70	10		99	81	63	97	76			
REGION 09	NUMBER	3138	2155	330	3019	2979	2395	1883	2938	2318	91	52	1636
	PERCENT		69	11		99	79	62	97	77			
REGION 10	NUMBER	38313	24756	3792	36450	35756	27463	21786	34782	25767	87	48	1622
	PERCENT		65	10		98	75	60	95	71			
REGION 11	NUMBER	28259	18944	2733	26817	26369	21041	16975	25861	20166	90	52	1633
	PERCENT		67	10		98	78	63	96	75			
REGION 12	NUMBER	9172	5726	719	8579	8446	6558	4952	8252	6185	88	46	1622
	PERCENT		62	8		98	76	58	96	72			
REGION 13	NUMBER	19097	12321	1893	18090	17698	14021	11061	17283	13761	88	52	1634
	PERCENT		65	10		98	78	61	96	76			
REGION 14	NUMBER	3709	2561	313	3441	3394	2790	2197	3365	2707	92	54	1639
	PERCENT		69	8		99	81	64	98	79			
REGION 15	NUMBER	3694	2270	253	3497	3424	2620	2058	3321	2524	88	47	1619
	PERCENT		61	7		98	75	59	95	72			
REGION 16	NUMBER	5865	3864	572	5486	5393	4296	3381	5302	4066	90	51	1631
	PERCENT		66	10		98	78	62	97	74			
REGION 17	NUMBER	5892	3730	495	5603	5523	4184	3017	5388	3946	87	43	1615
	PERCENT		63	8		99	75	54	96	70			
REGION 18	NUMBER	6166	3621	420	5845	5706	4317	3069	5520	4139	86	42	1610
	PERCENT		59	7		98	74	53	94	71			

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M, S, SS)			SCIENCE								
						INTEGRATING CONCEPTS WITH PROCESS SKILLS		UNDERSTANDING CONCEPTS					
						1	2	3	4	5			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SCIENTIFIC INQUIRY, INFERENCE, AND COMMUNICATION	CRITICAL THINKING AND PROBLEM SOLVING	LIVING SYSTEM INTERDEPENDENCY/ GENETIC CHANGE	CHARACTERISTICS OF THE UNIVERSE/MATTER AND ENERGY	EARTH SYSTEMS/ NATURAL EVENTS AND HUMAN ACTIVITIES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery							
REGION 19	NUMBER	10781	5894	463	10410	10223	7308	4971	9890	6885	85	35	1593
	PERCENT		55	4		98	70	48	95	66			
REGION 20	NUMBER	22530	12993	1446	21115	20732	15193	11047	20113	14600	85	41	1607
	PERCENT		58	6		98	72	52	95	69			
STATEWIDE	NUMBER	276592	172252	23566	261508	256386	195300	147506	248835	184953	87	45	1616
	PERCENT		62	9		98	75	56	95	71			

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

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		ALL TESTS TAKEN (R, W, M, S, SS)			SOCIAL STUDIES											
						UNDERSTANDING SOCIAL STUDIES CONCEPTS AND INFORMATION										
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 CIVIC VALUES AND RESPONSIBILITIES	2 ECONOMIC INFLUENCES ON U.S. HISTORY	3 POLITICAL INFLUENCES ON U.S. HISTORY	4 GEOGRAPHIC INFLUENCES ON U.S. HISTORY	5 HISTORICAL CONCEPTS AND INFORMATION	6 SOCIOLOGICAL AND CULTURAL INFLUENCES ON U.S. HISTORY	7 INTERPRET SOCIAL STUDIES DATA	8 CRITICAL-THINKING SKILLS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery										
REGION 01	NUMBER	18591	9515	932	17600	10897	8600	8405	12586	7263	9513	14043	10375	57	13	1516
	PERCENT		51	5		62	49	48	72	41	54	80	59			
REGION 02	NUMBER	7914	4513	501	7405	4784	4137	3575	5668	3321	4402	6113	4666	63	16	1531
	PERCENT		57	6		65	56	48	77	45	59	83	63			
REGION 03	NUMBER	4094	2680	395	3950	2804	2546	2210	3296	2100	2549	3433	2665	71	23	1556
	PERCENT		65	10		71	64	56	83	53	65	87	67			
REGION 04	NUMBER	58760	37171	5716	56382	39486	35835	31792	45623	30105	36467	48268	38109	70	24	1557
	PERCENT		63	10		70	64	56	81	53	65	86	68			
REGION 05	NUMBER	6118	3713	461	5839	3986	3574	3117	4760	3167	3629	4958	3808	69	21	1549
	PERCENT		61	8		68	61	53	82	54	62	85	65			
REGION 06	NUMBER	9652	6064	826	9207	6300	6039	5168	7645	4971	5832	7846	6193	71	23	1556
	PERCENT		63	9		68	66	56	83	54	63	85	67			
REGION 07	NUMBER	11063	7104	929	10564	7477	6832	5920	8765	5716	6660	9242	7185	71	22	1556
	PERCENT		64	8		71	65	56	83	54	63	87	68			
REGION 08	NUMBER	3784	2657	377	3662	2730	2557	2141	3117	2140	2488	3261	2644	76	26	1572
	PERCENT		70	10		75	70	58	85	58	68	89	72			
REGION 09	NUMBER	3138	2155	330	3009	2232	2005	1858	2551	1724	2012	2656	2146	76	25	1570
	PERCENT		69	11		74	67	62	85	57	67	88	71			
REGION 10	NUMBER	38313	24756	3792	36704	26016	23876	21332	29650	19405	24388	31617	25244	71	24	1559
	PERCENT		65	10		71	65	58	81	53	66	86	69			
REGION 11	NUMBER	28259	18944	2733	26956	19585	18334	15923	22920	15357	17919	23454	18829	74	26	1567
	PERCENT		67	10		73	68	59	85	57	66	87	70			
REGION 12	NUMBER	9172	5726	719	8635	6071	5493	4962	7052	4452	5425	7356	5697	70	21	1552
	PERCENT		62	8		70	64	57	82	52	63	85	66			
REGION 13	NUMBER	19097	12321	1893	18204	13083	12200	10507	15300	9797	11762	15623	12469	72	25	1561
	PERCENT		65	10		72	67	58	84	54	65	86	68			
REGION 14	NUMBER	3709	2561	313	3551	2634	2508	2182	3108	2104	2374	3151	2568	77	27	1573
	PERCENT		69	8		74	71	61	88	59	67	89	72			
REGION 15	NUMBER	3694	2270	253	3500	2350	2153	1879	2786	1697	2191	2961	2243	67	20	1543
	PERCENT		61	7		67	62	54	80	48	63	85	64			
REGION 16	NUMBER	5865	3864	572	5597	4006	3670	3211	4565	3011	3605	4906	3913	72	23	1560
	PERCENT		66	10		72	66	57	82	54	64	88	70			
REGION 17	NUMBER	5892	3730	495	5609	3887	3540	3176	4412	2929	3533	4871	3756	69	22	1552
	PERCENT		63	8		69	63	57	79	52	63	87	67			
REGION 18	NUMBER	6166	3621	420	5884	3910	3489	3224	4567	2884	3646	4909	3797	66	19	1542
	PERCENT		59	7		66	59	55	78	49	62	83	65			

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 08
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M, S, SS)			SOCIAL STUDIES											
						UNDERSTANDING SOCIAL STUDIES CONCEPTS AND INFORMATION										
						1	2	3	4	5	6	7	8			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CIVIC VALUES AND RESPONSIBILITIES	ECONOMIC INFLUENCES ON U.S. HISTORY	POLITICAL INFLUENCES ON U.S. HISTORY	GEOGRAPHIC INFLUENCES ON U.S. HISTORY	HISTORICAL CONCEPTS AND INFORMATION	SOCIOLOGICAL AND CULTURAL INFLUENCES ON U.S. HISTORY	INTERPRET SOCIAL STUDIES DATA	CRITICAL-THINKING SKILLS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery										
REGION 19	NUMBER	18781	5894	463	18464	6857	5514	5300	7668	4484	6245	8809	6730	62	15	1528
	PERCENT		55	4		66	53	51	73	43	60	84	64			
REGION 20	NUMBER	22530	12995	1446	21340	14271	12907	11039	16725	10550	12878	17904	13819	66	19	1542
	PERCENT		58	6		67	60	52	78	49	60	84	65			
STATEWIDE	NUMBER	276592	172252	23566	264062	183366	165809	146921	212764	137177	167518	225381	176856	69	22	1552
	PERCENT		62	9		69	63	56	81	52	63	85	67			

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			READING												WRITING							
						READING COMPREHENSION												WRITTEN COMMUNICATION						
						1	2	3	4	5	6							1-4	5	6	7			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery												Number and Percent of Students Demonstrating Objective Mastery						
REGION 01	NUMBER	15661	10967	2515	15210	12876	14334	12055	12458	10012	10932						15178	8824	11716	12535	9405			
	PERCENT		70	16		85	94	79	82	66	72	82	49	X-80.8	54.1	58		58	77	83	62	86	40	1685
REGION 02	NUMBER	6987	5141	1389	6782	5998	6462	5665	5755	5138	5356						6751	4451	5528	6042	4528			
	PERCENT		74	20		88	95	84	85	76	79	88	58	X-83.6	58.7	66		66	82	89	67	91	47	1728
REGION 03	NUMBER	3672	2961	930	3587	3241	3440	3085	3120	2853	2992						3566	2436	3033	3248	2530			
	PERCENT		81	25		90	96	86	87	80	83	90	65	X-85.0	61.7	71		68	85	91	71	93	52	1748
REGION 04	NUMBER	48628	37097	11115	47108	42082	44608	39816	40201	36377	38221						47125	30672	38882	41428	31874			
	PERCENT		76	23		89	95	85	85	77	81	88	62	X-84.2	60.2	69		65	83	88	68	90	48	1732
REGION 05	NUMBER	5615	4139	1053	5448	4932	5173	4552	4722	4261	4469						5437	3447	4530	4834	3757			
	PERCENT		74	19		91	95	84	87	78	82	89	62	X-84.5	60.3	69		63	83	89	69	91	48	1721
REGION 06	NUMBER	8163	6285	1724	7925	7215	7503	6747	6880	6343	6693						7930	5041	6478	7227	5379			
	PERCENT		77	21		91	95	85	87	80	84	90	65	X-85.1	61.7	71		64	82	91	68	91	46	1722
REGION 07	NUMBER	10095	7879	2152	9872	9040	9403	8441	8580	7963	8314						9830	6500	8230	8943	6753			
	PERCENT		78	21		92	95	86	87	81	84	91	64	X-85.3	61.9	71		66	84	91	69	92	49	1738
REGION 08	NUMBEP	3292	2721	785	3230	2994	3108	2853	2888	2663	2796						3217	2079	2824	2990	2401			
	PERCENT		83	24		93	96	88	89	82	87	93	68	X-86.2	63.2	74		65	88	93	75	94	50	1742
REGION 09	NUMBER	2698	2191	714	2641	2457	2518	2312	2340	2234	2314						2622	1995	2225	2477	1960			
	PERCENT		81	26		93	95	88	89	85	88	93	69	X-86.5	64.2	75		76	85	94	75	94	59	1774
REGION 10	NUMBER	31205	23762	6563	30370	27307	28779	25726	26031	23636	24855						30276	19617	25090	26925	20955			
	PERCENT		76	21		90	95	85	86	78	82	89	62	X-84.4	60.4	69		65	83	89	69	91	48	1732
REGION 11	NUMBER	22757	17964	4991	22051	20147	20906	18942	19150	17788	18574						22016	14475	18298	20084	15005			
	PERCENT		79	22		91	95	86	87	81	84	91	65	X-85.2	61.9	71		66	83	91	68	91	48	1736
REGION 12	NUMBER	8013	5980	1534	7775	7021	7390	6481	6633	6042	6362						7756	4698	6352	6968	5280			
	PERCENT		75	19		90	95	83	85	78	82	89	61	X-84.1	59.9	68		61	82	90	68	90	45	1709
REGION 13	NUMBER	16322	12458	3812	15762	14295	14829	13428	13542	12676	13154						15762	10178	12942	14438	10586			
	PERCENT		76	23		91	94	85	86	80	83	89	65	X-85.0	61.9	71		65	82	92	67	90	48	1733
REGION 14	NUMBER	3221	2490	713	3115	2859	2976	2700	2765	2557	2660						3110	1976	2586	2885	2217			
	PERCENT		77	22		92	96	87	89	82	85	91	68	X-85.9	63.1	73		64	83	93	71	93	48	1729
REGION 15	NUMBER	3554	2644	694	3447	3095	3273	2845	2961	2654	2769						3439	2071	2802	3115	2331			
	PERCENT		74	20		90	95	83	86	77	80	88	60	X-83.9	59.6	68		60	81	91	68	90	44	1717
REGION 16	NUMBER	5130	4044	1135	5001	4541	4777	4261	4390	3975	4194						5024	3308	4145	4623	3550			
	PERCENT		79	22		91	96	85	88	79	84	91	64	X-85.1	61.4	71		66	83	92	71	93	49	1732
REGION 17	NUMBER	5430	4221	1233	5269	4700	5003	4457	4532	4102	4278						5300	3332	4343	4744	3537			
	PERCENT		78	23		89	95	85	86	78	81	89	62	X-84.4	60.5	69		63	82	90	67	91	46	1715
REGION 18	NUMBER	5654	4019	1114	5502	4828	5173	4488	4607	4090	4319						5502	3559	4271	4865	3474			
	PERCENT		71	20		88	94	82	84	74	78	86	57	X-83.1	58.3	65		65	78	88	63	88	45	1714

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			READING												WRITING							
						READING COMPREHENSION (Number and Percent of Students Demonstrating Objective Mastery)												WRITTEN COMMUNICATION (Number and Percent of Students Demonstrating Objective Mastery)						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 19	NUMBER	9717	6383	1256	9454	8070	8757	7373	7495	6450	6835						9454	5266	7226	7999	5509			
	PERCENT		66	13		85	93	78	79	68	72	82	50	X-80.7	54.0	58		56	76	85	58	85	37	1675
REGION 20	NUMBER	17843	12871	3185	17281	15221	16335	14267	14567	12916	13547						17243	10629	13895	15288	11109			
	PERCENT		72	18		88	95	83	84	75	78	87	58	X-83.4	58.5	66		62	81	89	64	89	43	1703
STATEWIDE	NUMBER	233657	176217	48607	226830	202919	214747	190494	193617	174730	183634						226538	144554	185396	201658	152140			
	PERCENT		75	21		89	95	84	85	77	81	88	61	X-84.1	59.9	68		64	82	89	67	90	46	1723

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						Number and Percent of Students Demonstrating Objective Mastery																	
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
REGION 01	NUMBER	15661	10967	2515	15339	13080	11879	10808	8146	12921	13916	12772	10845	11855	12333	12047	10516	12980					
	PERCENT		70	16		85	77	70	53	84	91	83	71	77	80	79	69	85	79	28	X-77.6	61.1	70
REGION 02	NUMBER	6987	5141	1389	6796	5618	5256	4857	3699	5685	6068	5641	4644	5239	5531	5265	4804	5832					
	PERCENT		74	20		83	77	71	54	84	89	83	68	77	81	77	71	86	79	29	X-77.7	61.4	71
REGION 03	NUMBER	3672	2961	930	3598	3055	2992	2803	2194	3240	3319	3144	2728	2978	3090	2999	2730	3215					
	PERCENT		81	25		85	83	78	61	90	92	87	76	83	86	83	76	89	85	37	X-80.2	65.8	77
REGION 04	NUMBER	48628	37097	11115	47606	40857	38467	36336	27178	41386	42888	40416	33854	37575	39629	38699	35705	41555					
	PERCENT		76	23		86	81	76	57	87	90	85	71	79	83	81	75	87	82	34	X-79.1	63.9	75
REGION 05	NUMBER	5615	4139	1053	5483	4536	4227	3768	2823	4668	4879	4551	3643	4162	4476	4268	3825	4741					
	PERCENT		74	19		83	77	69	51	85	89	83	66	76	82	78	70	86	78	27	X-77.4	60.7	69
REGION 06	NUMBER	8163	6285	1724	7957	6685	6451	6279	4488	6905	7140	6759	5607	6275	6671	6450	5873	7023					
	PERCENT		77	21		84	81	79	56	87	90	85	70	79	84	81	74	88	82	32	X-79.0	63.2	74
REGION 07	NUMBER	10095	7879	2152	9842	8136	7909	7602	5531	8659	8978	8506	7140	7916	8378	8016	7239	8685					
	PERCENT		78	21		83	80	77	56	88	91	86	73	80	85	81	74	88	83	31	X-79.2	63.5	74
REGION 08	NUMBER	3292	2721	785	3233	2802	2675	2404	1936	2929	2987	2877	2442	2682	2835	2758	2491	2934					
	PERCENT		83	24		87	83	74	60	91	92	89	76	83	88	85	77	91	87	34	X-80.3	65.2	77
REGION 09	NUMBER	2698	2191	714	2650	2254	2162	2078	1592	2366	2391	2286	1918	2125	2303	2211	1991	2360					
	PERCENT		81	26		85	82	78	60	89	90	86	72	80	87	83	75	89	85	35	X-79.9	65.2	77
REGION 10	NUMBER	31205	23762	6563	30535	25636	24545	23001	16996	26578	27479	25801	21412	23890	25559	24626	22578	26782					
	PERCENT		76	21		84	80	75	56	87	90	84	70	78	84	81	74	88	81	32	X-78.8	63.0	73
REGION 11	NUMBER	22757	17964	4991	22212	18608	18097	17908	13116	19331	19970	18867	15624	17649	18698	18156	16778	19628					
	PERCENT		79	22		84	81	81	59	87	90	85	70	79	84	82	76	88	84	33	X-79.3	63.9	75
REGION 12	NUMBER	8013	5980	1534	7787	6432	6081	5770	4204	6737	6932	6602	5446	6048	6418	6139	5568	6700					
	PERCENT		75	19		83	78	74	54	87	89	85	70	78	82	79	72	86	80	30	X-78.1	62.1	72
REGION 13	NUMBER	16322	12458	3812	15907	13323	12810	12806	9435	13531	14089	13277	10903	12440	13222	12722	11900	13890					
	PERCENT		76	23		84	81	81	59	85	89	83	69	78	83	80	75	87	81	34	X-78.8	63.4	74
REGION 14	NUMBER	3221	2490	713	3124	2551	2493	2353	1823	2612	2771	2651	2168	2465	2603	2494	2264	2715					
	PERCENT		77	22		82	80	75	58	84	89	85	69	79	83	80	72	87	81	32	X-78.5	62.8	73
REGION 15	NUMBER	3554	2644	694	3448	2863	2742	2472	1950	2899	3073	2941	2377	2685	2831	2695	2406	2976					
	PERCENT		74	20		83	80	72	57	84	89	85	69	78	82	78	70	86	79	29	X-77.9	61.7	71
REGION 16	NUMBER	5130	4044	1135	5015	4164	3982	3945	2871	4346	4558	4335	3571	3999	4278	4091	3664	4459					
	PERCENT		79	22		83	79	79	57	87	91	86	71	80	85	82	73	89	83	31	X-79.2	63.4	74
REGION 17	NUMBER	5430	4221	1233	5311	4562	4254	4081	3034	4743	4850	4584	3893	4318	4521	4320	3931	4637					
	PERCENT		78	23		86	80	77	57	89	91	86	73	81	85	81	74	87	84	33	X-79.4	64.0	75
REGION 18	NUMBER	5654	4019	1114	5548	4516	4145	3995	2997	4604	4896	4612	3744	4213	4448	4226	3641	4680					
	PERCENT		71	20		81	75	72	54	83	88	83	67	76	80	76	66	84	76	29	X-76.9	60.4	69

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TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999
GRADE: 10-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
						Number and Percent of Students Demonstrating Objective Mastery																	
REGION 19	NUMBER	9717	6383	1256	9499	7507	6865	6391	4444	7549	8175	7559	5908	6835	7252	7024	6168	7706					
	PERCENT		66	13		79	72	67	47	79	86	80	62	72	76	74	65	81	73	22	X-75.3	57.4	64
REGION 20	NUMBER	17843	12871	3185	17370	14239	13491	12624	9050	14631	15365	14307	11580	13100	14036	13502	12336	14822					
	PERCENT		72	18		82	78	73	52	84	88	82	67	75	81	78	71	85	78	28	X-77.5	60.9	70
STATEWIDE	NUMBER	233657	176217	48607	228260	191424	181523	172281	127507	196320	204724	192488	159447	178449	189112	182708	166408	198320					
	PERCENT		75	21		84	80	75	56	86	90	84	70	78	83	80	73	87	81	31	X-78.5	62.7	73

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 03-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

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		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSION DE LECTURA								
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS COMPLEMENTARIAS	3 RESUMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery								
REGION 01	NUMBER	1542	1027	263	1504	1133	987	779	987	1226	990			
	PERCENT		67	17		75	66	52	66	82	66	73	32	1572
REGION 02	NUMBER	19	12	2	16	12	9	7	12	14	10			
	PERCENT		63	11		75	56	44	75	88	63	75	25	1546
REGION 03	NUMBER	12	7	0	11	9	7	5	7	8	8			
	PERCENT		58	0		82	64	45	64	73	73	73	27	1555
REGION 04	NUMBER	7338	4939	1064	7249	5789	4889	3949	4985	6064	4932			
	PERCENT		67	14		80	67	54	69	84	68	77	34	1584
REGION 06	NUMBER	167	121	22	156	118	102	79	102	136	104			
	PERCENT		72	13		76	65	51	65	87	67	78	27	1568
REGION 07	NUMBER	209	146	27	205	157	142	102	137	163	149			
	PERCENT		70	13		77	69	50	67	80	73	76	28	1571
REGION 08	NUMBER	86	40	9	81	55	43	39	55	61	54			
	PERCENT		47	10		68	53	48	68	75	67	65	28	1550
REGION 10	NUMBER	2000	1035	167	1974	1314	1038	794	1153	1474	1118			
	PERCENT		52	8		67	53	40	58	75	57	62	22	1536
REGION 11	NUMBER	618	397	75	601	438	397	286	394	493	413			
	PERCENT		64	12		73	66	48	66	82	69	71	31	1571
REGION 12	NUMBER	62	37	11	61	44	37	23	46	42	40			
	PERCENT		60	18		72	61	38	75	69	66	67	30	1565
REGION 13	NUMBER	742	383	69	716	468	390	296	418	539	423			
	PERCENT		52	9		65	54	41	58	75	59	63	25	1538
REGION 14	NUMBER	1	---	---	1	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---
REGION 16	NUMBER	96	70	13	95	75	66	41	70	82	69			
	PERCENT		73	14		79	69	43	74	86	73	81	31	1587
REGION 17	NUMBER	20	12	2	19	16	14	10	13	17	12			
	PERCENT		60	10		84	74	53	68	89	63	79	37	1578
REGION 18	NUMBER	186	89	14	180	111	96	71	94	116	99			
	PERCENT		48	8		62	53	39	52	64	55	58	17	1524
REGION 19	NUMBER	3589	2524	609	3541	2901	2353	1899	2453	3092	2475			
	PERCENT		70	17		82	66	54	69	87	70	78	35	1591
REGION 20	NUMBER	884	518	115	870	602	547	412	556	651	570			
	PERCENT		59	13		69	63	47	64	75	66	69	30	1560
STATEWIDE	NUMBER	17571	11358	2462	17280	13242	11118	8792	11483	14179	11467			
	PERCENT		65	14		77	64	51	66	82	66	74	32	1574

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 03-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)														
						CONCEPTOS					OPERACIONES			RESOLUCIÓN DE PROBLEMAS					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 CONCEPTOS NUMÉRICOS	2 RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	3 PROPIEDADES Y RELACIONES GEOMÉTRICAS	4 CONCEPTOS DE MEDIDA	5 PROBABILIDAD Y ESTADÍSTICA	6 USO DE LA SUMA PARA RESOLVER PROBLEMAS	7 USO DE LA RESTA PARA RESOLVER PROBLEMAS	8/9 USO DE LA MULTIPLICACIÓN/ DIVISIÓN PARA RESOLVER PROBLEMAS	10/13 RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACIÓN DE LO RAZONABLE	11 USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	12 RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMÁTICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery													
REGION 01	NUMBER	1542	1027	263	1416	1229	1192	1277	1038	1244	1270	1032	1107	777	964	870			
	PERCENT		67	17		87	84	90	73	88	90	73	78	55	68	61	75	26	1579
REGION 02	NUMBER	19	12	2	19	12	15	14	13	16	16	9	13	7	12	15			
	PERCENT		63	11		63	79	74	68	84	84	47	68	37	63	79	74	11	1523
REGION 03	NUMBER	12	7	0	12	9	9	10	7	11	9	8	7	8	8	7			
	PERCENT		58	0		75	75	83	58	92	75	67	58	67	67	58	67	8	1547
REGION 04	NUMBER	7338	4939	1064	7229	6459	6272	6416	5312	6502	6388	5078	5278	3640	5266	4443			
	PERCENT		67	14		89	87	89	73	90	88	70	73	50	73	61	76	23	1575
REGION 06	NUMBER	167	121	22	145	134	124	131	97	127	134	116	115	85	107	83			
	PERCENT		72	13		92	86	90	67	88	92	80	79	59	74	57	79	23	1579
REGION 07	NUMBER	209	146	27	203	181	184	185	169	186	187	168	165	112	158	131			
	PERCENT		70	13		89	91	91	83	92	92	83	81	55	78	65	82	29	1602
REGION 08	NUMBER	86	40	9	86	72	75	65	61	71	73	49	52	34	59	50			
	PERCENT		47	10		84	87	76	71	83	85	57	60	40	69	58	62	14	1531
REGION 10	NUMBER	2000	1035	167	1968	1508	1543	1567	1236	1510	1590	1165	1208	796	1220	979			
	PERCENT		52	8		77	78	80	63	77	81	59	61	40	62	50	61	14	1524
REGION 11	NUMBER	618	397	75	611	527	521	545	459	530	535	421	453	280	434	368			
	PERCENT		64	12		86	85	89	75	87	88	69	74	46	71	60	76	21	1570
REGION 12	NUMBER	62	37	11	62	55	55	57	51	58	56	44	39	29	47	40			
	PERCENT		60	18		89	89	92	82	94	90	71	63	47	76	65	76	19	1574
REGION 13	NUMBER	742	383	69	697	507	536	571	433	536	576	426	470	279	472	380			
	PERCENT		52	9		73	77	82	62	77	83	61	67	40	68	55	62	15	1532
REGION 14	NUMBER	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 16	NUMBER	96	70	13	89	84	83	76	71	80	80	70	71	46	73	64			
	PERCENT		73	14		94	93	85	80	90	90	79	80	52	82	72	83	27	1605
REGION 17	NUMBER	20	12	2	19	17	18	18	13	19	14	10	11	10	16	10			
	PERCENT		60	10		89	95	95	68	100	74	53	58	53	84	53	74	5	1535
REGION 18	NUMBER	186	89	14	183	132	148	141	119	148	161	133	118	76	120	91			
	PERCENT		48	8		72	81	77	65	81	88	73	64	42	66	50	63	15	1531
REGION 19	NUMBER	3589	2524	609	3569	3049	3118	3246	2647	3223	3249	2744	2643	1989	2617	2357			
	PERCENT		70	17		85	87	91	74	90	91	77	74	56	73	66	79	27	1588
REGION 20	NUMBER	884	518	115	877	718	757	762	642	739	762	587	637	410	604	506			
	PERCENT		59	13		82	86	87	73	84	87	67	73	47	69	58	70	22	1566
STATEWIDE	NUMBER	17571	11358	2462	17186	14694	14651	15082	12369	15001	15101	12061	12388	8579	12178	10395			
	PERCENT		65	14		85	85	88	72	87	88	70	72	50	71	60	74	22	1570

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			LECTURA (READING)										ESCRITURA (WRITING)							
						COMPRENSION DE LECTURA (Number and Percent of Students Demonstrating Objective Mastery)										COMUNICACION ESCRITA (Number and Percent of Students Demonstrating Objective Mastery)						
						1	2	3	4	5	6					1-4	5	6	7			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESUMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE	NUMBER OF STUDENTS TESTED	COMPOSICION ESCRITA (3 OR 4 REQUIRED)	ESTRUCTURA DE ORACIONES	USO DEL ESPAÑOL	USO DE ORTOGRAFIA, MAYUSCULAS Y PUNTUACION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 01	NUMBER	1339	574	78	1099	582	693	282	567	564	650				1222	376	743	1015	515			
	PERCENT		43	6		53	63	26	52	51	59	46	15	1491		31	61	83	42	64	16	1559
REGION 02	NUMBER	19	9	2	15	11	9	7	9	9	9				17	9	8	15	9			
	PERCENT		47	11		73	60	47	60	60	60	53	40	1532		53	47	88	53	65	24	1595
REGION 03	NUMBER	7	2	0	7	3	4	1	4	4	5				7	5	4	7	1			
	PERCENT		29	0		43	57	14	57	57	71	43	14	1514		71	57	100	14	71	14	1587
REGION 04	NUMBER	4586	1974	188	4325	2434	2767	1262	2352	2328	2523				4277	1284	3072	3891	2507			
	PERCENT		43	4		56	64	29	54	54	58	48	15	1500		30	72	91	59	74	19	1600
REGION 06	NUMBER	117	41	5	104	49	63	23	53	47	67				107	22	68	99	61			
	PERCENT		35	4		47	61	22	51	45	64	39	15	1488		21	64	93	57	59	14	1547
REGION 07	NUMBER	146	40	3	133	56	64	20	55	52	76				136	29	55	112	35			
	PERCENT		27	2		42	48	15	41	39	57	33	9	1451		21	40	82	26	45	7	1486
REGION 08	NUMBER	30	6	0	30	11	13	1	8	11	17				30	14	20	25	11			
	PERCENT		20	0		37	43	3	27	37	57	23	3	1441		47	67	83	37	60	23	1591
REGION 09	NUMBER	2	---	---	1	---	---	---	---	---	---				1	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---		---	---	---	---	---	---	---
REGION 10	NUMBER	1558	475	26	1280	593	639	217	543	569	557				1399	318	700	1154	493			
	PERCENT		30	2		46	50	17	42	44	44	34	7	1460		23	50	82	35	54	8	1508
REGION 11	NUMBER	184	41	3	161	65	72	21	59	62	69				171	24	65	140	48			
	PERCENT		22	2		40	45	13	37	39	43	29	4	1440		14	38	82	28	42	4	1455
REGION 12	NUMBER	39	17	1	36	15	21	12	16	18	19				33	11	22	29	12			
	PERCENT		44	3		42	58	33	44	50	53	44	14	1484		33	67	88	36	67	6	1587
REGION 13	NUMBER	494	147	17	425	185	212	68	192	183	197				444	112	217	366	172			
	PERCENT		30	3		44	50	16	45	43	46	34	8	1454		25	49	82	39	57	12	1517
REGION 14	NUMBER	4	---	---	4	---	---	---	---	---	---				4	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---		---	---	---	---	---	---	---
REGION 15	NUMBER	4	---	---	4	---	---	---	---	---	---				4	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---		---	---	---	---	---	---	---
REGION 16	NUMBER	64	30	2	60	40	44	12	27	29	34				56	27	43	52	33			
	PERCENT		47	3		67	73	20	45	48	57	52	8	1492		48	77	93	59	79	30	1648
REGION 17	NUMBER	6	2	0	5	2	2	0	2	2	2				6	2	2	6	3			
	PERCENT		33	0		40	40	0	40	40	40	20	0	1436		33	33	100	50	67	17	1597
REGION 18	NUMBER	113	30	4	77	26	29	9	22	24	33				101	26	42	78	35			
	PERCENT		27	4		34	38	12	29	31	43	29	1	1414		26	42	77	35	46	13	1481
REGION 19	NUMBER	2847	1286	172	2684	1561	1684	790	1516	1595	1560				2707	905	1854	2490	1445			
	PERCENT		45	6		58	63	29	56	59	58	51	16	1506		33	68	92	53	72	21	1596

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY — ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			LECTURA (READING)										ESCRITURA (WRITING)							
						COMPRENSIÓN DE LECTURA — Number and Percent of Students Demonstrating Objective Mastery										COMUNICACIÓN ESCRITA — Number and Percent of Students Demonstrating Objective Mastery						
						1	2	3	4	5	6					1-4	5	6	7			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESUMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE	NUMBER OF STUDENTS TESTED	COMPOSICIÓN ESCRITA (3 OR 4 REQUIRED)	ESTRUCTURA DE ORACIONES	USO DEL ESPAÑOL	USO DE ORTOGRAFÍA MAYÚSCULAS Y PUNTUACIÓN	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 20	NUMBER	502	186	14	447	235	267	94	228	231	257				472	115	272	414	214			
	PERCENT		37	3		53	60	21	51	52	57	45	10	1487		24	58	88	45	63	13	1550
STATEWIDE	NUMBER	12056	4865	515	10897	5874	6588	2822	5656	5733	6079				11194	3284	7193	9902	5597			
	PERCENT		40	4		54	60	26	52	53	56	46	14	1491		29	64	88	50	67	17	1572

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			MATEMÁTICAS (MATHEMATICS)	CONCEPTOS					OPERACIONES				RESOLUCION DE PROBLEMAS					
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 CONCEPTOS NUMERICOS	2 RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	3 PROPIEDADES Y RELACIONES GEOMETRICAS	4 CONCEPTOS DE MEDIDA	5 PROBABILIDAD Y ESTADISTICA	6 USO DE LA SUMA PARA RESOLVER PROBLEMAS	7 USO DE LA RESTA PARA RESOLVER PROBLEMAS	8 USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	9 USO DE LA DIVISION PARA RESOLVER PROBLEMAS	10/13 RESOLUCION DE PROBLEMAS USANDO ESTIMACIONES/EVALUACION DE LO RAZONABLE	11 USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	12 RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery														
REGION 01	NUMBER	1339	574	78	1002	843	851	830	885	727	903	651	648	732	320	495	532			
	PERCENT		43	6		84	85	83	88	73	90	65	65	73	32	49	53	75	19	1582
REGION 02	NUMBER	19	9	2	14	11	12	14	14	15	13	10	10	12	5	10	8			
	PERCENT		47	11		79	86	100	100	95	93	71	71	86	36	71	57	93	21	1616
REGION 03	NUMBER	7	2	0	7	3	3	4	7	6	7	4	5	7	2	2	4			
	PERCENT		29	0		43	43	57	100	86	100	57	71	100	29	29	57	71	0	1540
REGION 04	NUMBER	4586	1974	188	4272	3711	3577	3545	3722	3125	3809	2604	2671	3047	1304	2237	2400			
	PERCENT		43	4		87	84	83	87	73	89	61	63	71	31	52	56	75	15	1580
REGION 06	NUMBER	117	41	5	107	80	82	78	90	80	92	77	61	67	33	49	50			
	PERCENT		35	4		75	77	73	84	75	86	72	57	63	31	46	47	68	14	1559
REGION 07	NUMBER	146	40	3	134	106	106	97	106	77	111	74	80	80	22	53	55			
	PERCENT		27	2		79	79	72	79	57	83	55	60	60	16	40	41	61	7	1532
REGION 08	NUMBER	30	6	0	30	19	21	20	22	13	24	19	20	20	6	12	12			
	PERCENT		20	0		63	70	67	73	43	80	63	67	67	20	40	40	53	7	1519
REGION 09	NUMBER	2	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 10	NUMBER	1558	475	26	1262	918	934	871	958	709	1036	631	663	761	269	536	581			
	PERCENT		30	2		73	74	69	76	56	82	50	53	60	21	42	46	59	10	1527
REGION 11	NUMBER	184	41	3	157	112	113	119	112	86	108	70	85	88	35	66	62			
	PERCENT		22	2		71	72	76	71	55	69	45	54	56	22	42	39	57	7	1517
REGION 12	NUMBER	39	17	1	36	28	32	32	32	29	33	25	25	29	13	17	27			
	PERCENT		44	3		78	89	89	89	81	92	69	69	81	36	47	75	86	0	1601
REGION 13	NUMBER	494	147	17	348	217	220	254	258	190	275	150	148	178	84	137	136			
	PERCENT		30	3		62	63	73	74	55	79	43	43	51	24	39	39	51	9	1512
REGION 14	NUMBER	4	---	---	4	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 15	NUMBER	4	---	---	4	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 16	NUMBER	64	30	2	56	48	49	47	48	40	48	45	34	45	14	31	31			
	PERCENT		47	3		86	88	84	86	71	86	80	61	80	25	55	55	77	14	1578
REGION 17	NUMBER	6	2	0	5	3	3	5	4	2	3	2	3	2	1	2	3			
	PERCENT		33	0		60	60	100	80	40	60	40	60	40	20	40	60	60	20	1510
REGION 18	NUMBER	113	30	4	74	40	38	49	50	30	52	38	38	41	11	25	21			
	PERCENT		27	4		54	51	66	68	41	70	51	51	55	15	34	28	43	5	1493
REGION 19	NUMBER	2842	1286	172	2692	2224	2309	2281	2401	1952	2433	1779	1762	1974	963	1434	1700			
	PERCENT		45	6		83	86	85	89	73	90	66	65	73	36	53	63	76	19	1594

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TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 04-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, W, M)			MATEMÁTICAS (MATHEMATICS)															
						CONCEPTOS					OPERACIONES				RESOLUCIÓN DE PROBLEMAS					
						1	2	3	4	5	6	7	8	9	10/13	11	12			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMÉRICOS	RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMÉTRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADÍSTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	USO DE LA DIVISIÓN PARA RESOLVER PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACIÓN DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMÁTICAS	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery														
REGION 20	NUMBER	502	186	14	435	315	342	344	368	283	386	251	249	288	126	219	231			
	PERCENT		37	3		72	79	79	85	65	89	58	57	66	29	50	53	69	12	1560
STATEWIDE	NUMBER	12056	4865	515	10640	8686	8699	8596	9086	7368	9341	6435	6508	7380	3212	5330	5868			
	PERCENT		40	4		82	82	81	85	69	88	60	61	69	30	50	55	72	15	1572

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSIÓN DE LECTURA: Number and Percent of Students Demonstrating Objective Mastery								
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS COMPLEMENTARIAS	3 RESUMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 01	NUMBER	904	246	16	884	107	489	125	206	377	402			
	PERCENT		27	2		12	55	14	23	43	45	28	3	1435
REGION 02	NUMBER	16	6	0	16	2	9	0	6	10	6			
	PERCENT		38	0		13	56	0	38	63	38	38	0	1454
REGION 03	NUMBER	5	0	0	5	0	3	0	2	2	1			
	PERCENT		0	0		0	60	0	40	40	20	0	0	1412
REGION 04	NUMBER	2083	679	40	2051	256	1247	373	509	1166	1086			
	PERCENT		33	2		12	61	18	25	57	53	35	4	1458
REGION 05	NUMBER	5	4	0	5	0	5	2	4	5	5			
	PERCENT		80	0		0	100	40	80	100	100	80	0	1548
REGION 06	NUMBER	78	6	0	77	3	29	4	7	28	17			
	PERCENT		8	0		4	38	5	9	36	22	10	0	1394
REGION 07	NUMBER	72	7	0	72	5	22	3	10	26	31			
	PERCENT		10	0		7	31	4	14	36	43	14	0	1390
REGION 08	NUMBER	23	1	0	23	1	6	1	1	6	7			
	PERCENT		4	0		4	26	4	4	26	30	4	0	1375
REGION 09	NUMBER	2	---	---	2	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---
REGION 10	NUMBER	948	241	9	933	112	470	155	209	455	385			
	PERCENT		25	1		12	50	17	22	49	41	28	3	1434
REGION 11	NUMBER	112	34	0	111	21	75	11	24	68	57			
	PERCENT		30	0		19	68	10	22	61	51	34	2	1456
REGION 12	NUMBER	42	18	0	39	1	32	3	14	28	20			
	PERCENT		43	0		3	82	8	36	72	51	46	0	1466
REGION 13	NUMBER	277	81	2	267	21	136	34	51	136	115			
	PERCENT		29	1		8	51	13	19	51	43	31	2	1430
REGION 15	NUMBER	2	---	---	2	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---
REGION 16	NUMBER	45	10	1	45	3	23	9	9	20	17			
	PERCENT		22	2		7	51	20	20	44	38	22	2	1446
REGION 17	NUMBER	6	0	0	6	0	4	0	0	3	2			
	PERCENT		0	0		0	67	0	0	50	33	0	0	1420
REGION 18	NUMBER	40	5	0	39	1	17	3	3	13	13			
	PERCENT		13	0		3	44	8	8	33	33	15	3	1403
REGION 19	NUMBER	1772	682	46	1743	278	1113	416	495	998	952			
	PERCENT		38	3		16	64	24	28	57	55	40	5	1468

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSION DE LECTURA Number and Percent of Students Demonstrating Objective Mastery								
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS COMPLEMENTARIAS	3 RESUMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 20	NUMBER	289	85	5	285	42	170	41	76	146	122			
	PERCENT		29	2		15	60	14	27	51	43	31	2	1450
STATEWIDE	NUMBER	6721	2186	119	6605	853	3850	1181	1624	3489	3240			
	PERCENT		31	2		13	58	18	25	53	49	33	4	1450

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)																
						CONCEPTOS					OPERACIONES				RESOLUCIÓN DE PROBLEMAS						
						1	2	3	4	5	6	7	8	9	10	11	12	13			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMÉRICOS	RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMÉTRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADÍSTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	USO DE LA DIVISIÓN PARA RESOLVER PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMÁTICAS	RESOLUCIÓN DE PROBLEMAS USANDO LA EVALUACIÓN DE LO RAZONABLE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery															
REGION 01	NUMBER	904	246	16	819	464	612	714	599	350	633	383	584	558	466	292	358	235			
	PERCENT		27	2		57	75	87	73	43	77	47	62	68	57	36	44	29	62	9	1538
REGION 02	NUMBER	16	6	0	15	5	10	10	12	6	12	7	8	8	10	6	7	1			
	PERCENT		38	0		33	67	67	80	40	80	47	53	53	67	40	47	7	53	7	1508
REGION 03	NUMBER	5	0	0	5	3	4	5	4	1	4	3	4	4	4	2	2	1			
	PERCENT		0	0		60	80	100	80	20	80	60	80	80	80	40	40	20	60	20	1538
REGION 04	NUMBER	2083	679	40	2031	1063	1569	1787	1571	1004	1540	1011	1308	1445	1217	875	1077	545			
	PERCENT		33	2		52	77	88	77	49	76	50	64	71	60	43	53	27	65	9	1547
REGION 05	NUMBER	5	4	0	5	5	5	5	5	5	5	5	5	5	5	5	5	4			
	PERCENT		80	0		100	100	100	100	100	100	100	100	100	100	100	100	80	100	80	1738
REGION 06	NUMBER	78	6	0	77	33	47	62	46	27	53	27	37	45	28	22	25	9			
	PERCENT		8	0		43	61	81	60	35	69	35	48	58	36	29	32	12	40	1	1480
REGION 07	NUMBER	72	7	0	72	21	42	51	43	16	39	24	29	27	25	14	23	6			
	PERCENT		10	0		29	58	71	60	22	54	33	40	38	35	19	32	8	26	3	1458
REGION 08	NUMBER	23	1	0	22	11	17	18	14	5	16	12	15	19	17	12	11	5			
	PERCENT		4	0		50	77	82	64	23	73	55	68	86	77	55	50	23	64	5	1529
REGION 09	NUMBER	2	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 10	NUMBER	948	241	9	912	384	652	725	637	356	652	408	515	579	497	329	416	194			
	PERCENT		25	1		42	71	79	70	39	71	45	56	63	54	36	46	21	56	5	1517
REGION 11	NUMBER	112	34	0	111	44	83	92	83	42	79	48	65	88	62	41	54	22			
	PERCENT		30	0		40	75	83	75	38	71	43	59	79	56	37	49	20	64	3	1521
REGION 12	NUMBER	42	18	0	40	20	35	36	36	17	30	22	30	33	26	15	23	16			
	PERCENT		43	0		50	88	90	90	43	75	55	75	83	65	38	58	40	75	8	1569
REGION 13	NUMBER	277	81	2	231	94	157	189	155	81	162	109	132	154	124	76	119	57			
	PERCENT		29	1		41	68	82	67	35	70	47	57	67	54	33	52	25	55	6	1512
REGION 15	NUMBER	2	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 16	NUMBER	45	10	1	41	20	35	39	34	25	40	21	28	35	23	16	16	9			
	PERCENT		22	2		49	85	95	83	61	98	51	68	85	56	39	39	22	68	15	1567
REGION 17	NUMBER	6	0	0	3	---	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		0	0		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 18	NUMBER	40	5	0	36	14	19	28	24	9	26	16	17	22	16	10	12	6			
	PERCENT		13	0		39	53	78	67	25	72	44	47	61	44	28	33	17	44	0	1488
REGION 19	NUMBER	1772	682	46	1739	1012	1415	1576	1369	955	1362	939	1195	1325	1130	810	990	601			
	PERCENT		38	3		58	81	91	79	55	78	54	69	76	65	47	57	35	71	13	1566

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TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 05-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)																
						CONCEPTOS					OPERACIONES				RESOLUCIÓN DE PROBLEMAS						
						1	2	3	4	5	6	7	8	9	10	11	12	13			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMÉRICOS	RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMÉTRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADÍSTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	USO DE LA DIVISIÓN PARA RESOLVER PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMÁTICAS	RESOLUCIÓN DE PROBLEMAS USANDO LA EVALUACIÓN DE LO RAZONABLE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery															
REGION 20	NUMBER	289	85	5	278	135	203	245	221	122	214	142	191	208	161	104	149	78			
	PERCENT		29	2		49	73	88	79	44	77	51	69	75	58	37	54	28	65	8	1542
STATEWIDE	NUMBER	6721	2106	119	6439	3330	4910	5586	4856	3024	4872	3180	4086	4559	3815	2630	3289	1790			
	PERCENT		31	2		52	76	87	75	47	76	49	63	71	59	41	51	28	64	9	1543

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSIÓN DE LECTURA — Number and Percent of Students Demonstrating Objective Mastery								
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS COMPLEMENTARIAS	3 RESUMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 01	NUMBER	329	87	8	325	187	270	49	132	144	115			
	PERCENT		26	2		58	83	15	41	44	35	33	7	1445
REGION 02	NUMBER	8	3	1	8	4	7	1	3	3	4			
	PERCENT		38	13		50	88	13	38	38	50	38	13	1429
REGION 03	NUMBER	6	0	0	6	2	6	0	1	1	1			
	PERCENT		0	0		33	100	0	17	17	17	0	0	1413
REGION 04	NUMBER	298	72	6	294	169	255	40	115	119	108			
	PERCENT		24	2		57	87	14	39	40	37	29	7	1444
REGION 05	NUMBER	2	---	---	2	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---
REGION 06	NUMBER	10	0	0	10	2	8	0	2	2	0			
	PERCENT		0	0		20	80	0	20	20	0	0	0	1400
REGION 07	NUMBER	15	1	0	15	2	8	1	2	5	2			
	PERCENT		7	0		13	53	7	13	33	13	7	0	1374
REGION 09	NUMBER	1	---	---	1	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---
REGION 10	NUMBER	310	73	5	310	156	273	37	116	125	111			
	PERCENT		24	2		50	88	12	37	40	36	26	5	1441
REGION 11	NUMBER	24	10	1	24	17	24	5	11	18	14			
	PERCENT		42	4		71	100	21	46	75	58	54	13	1500
REGION 12	NUMBER	6	0	0	6	3	5	0	0	3	0			
	PERCENT		0	0		50	83	0	0	50	0	0	0	1373
REGION 13	NUMBER	145	24	1	141	54	101	20	35	37	31			
	PERCENT		17	1		38	72	14	25	26	22	17	5	1406
REGION 15	NUMBER	5	0	0	5	3	5	0	1	1	2			
	PERCENT		0	0		60	100	0	20	20	40	0	0	1450
REGION 16	NUMBER	5	0	0	5	2	4	0	0	2	1			
	PERCENT		0	0		40	80	0	0	40	20	0	0	1406
REGION 17	NUMBER	8	2	0	8	5	7	1	3	4	2			
	PERCENT		25	0		63	88	13	38	50	25	25	13	1455
REGION 18	NUMBER	47	11	0	46	17	40	7	14	18	14			
	PERCENT		23	0		37	87	15	30	39	30	26	2	1424
REGION 19	NUMBER	351	110	12	347	198	315	68	155	160	145			
	PERCENT		31	3		57	91	20	45	46	42	35	10	1463
REGION 20	NUMBER	136	39	0	133	64	109	18	56	61	38			
	PERCENT		29	0		48	82	14	42	46	29	32	6	1442

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			LECTURA (READING)									
						COMPRENSIÓN DE LECTURA								
						Number and Percent of Students Demonstrating Objective Mastery								
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS COMPLEMENTARIAS	3 RESÚMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA, HECHOS Y OPINIONES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
STATEWIDE	NUMBER	1706	432	34	1686	888	1440	247	647	704	590			
	PERCENT		25	2		53	85	15	38	42	35	29	7	1443

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)																
						CONCEPTOS					OPERACIONES				RESOLUCIÓN DE PROBLEMAS						
						1	2	3	4	5	6	7	8	9	10	11	12	13			
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTOS NUMÉRICOS	RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMÉTRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADÍSTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	USO DE LA DIVISIÓN PARA RESOLVER PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMÁTICAS	RESOLUCIÓN DE PROBLEMAS USANDO LA EVALUACIÓN DE LO RAZONABLE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery															
REGION 01	NUMBER	329	87	8	320	244	208	187	252	75	239	136	213	184	234	25	115	157			
	PERCENT		26	2		76	65	58	79	23	75	43	67	58	73	8	36	49	46	4	1476
REGION 02	NUMBER	8	3	1	6	5	4	3	5	1	5	2	3	4	4	1	2	3			
	PERCENT		38	13		83	67	50	83	17	83	33	50	67	67	17	33	50	33	17	1461
REGION 03	NUMBER	6	0	0	6	5	4	6	2	0	5	1	4	2	6	0	1	3			
	PERCENT		0	0		83	67	100	33	0	83	17	67	33	100	0	17	50	33	0	1459
REGION 04	NUMBER	298	72	6	290	233	174	151	240	62	245	150	191	183	211	19	112	142			
	PERCENT		24	2		80	60	52	83	21	84	52	66	63	73	7	39	49	47	3	1483
REGION 05	NUMBER	2	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 06	NUMBER	10	0	0	10	8	7	7	10	2	8	2	8	6	7	0	2	4			
	PERCENT		0	0		80	70	70	100	20	80	20	80	60	70	0	20	40	20	0	1452
REGION 07	NUMBER	15	1	0	14	8	6	7	7	0	9	3	5	6	8	0	2	2			
	PERCENT		7	0		57	43	50	50	0	64	21	36	43	57	0	14	14	21	0	1390
REGION 09	NUMBER	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		---	---		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 10	NUMBER	310	73	5	303	263	214	217	257	69	262	172	217	226	236	34	120	151			
	PERCENT		24	2		87	71	72	85	23	86	57	72	75	78	11	40	50	55	5	1511
REGION 11	NUMBER	24	10	1	23	20	16	11	22	5	18	13	15	17	19	2	16	13			
	PERCENT		42	4		87	70	48	96	22	78	57	65	74	83	9	70	57	57	4	1514
REGION 12	NUMBER	6	0	0	6	6	4	1	4	0	4	1	3	2	5	0	0	1			
	PERCENT		0	0		100	67	17	67	0	67	17	50	33	83	0	0	17	17	0	1419
REGION 13	NUMBER	145	24	1	143	100	86	65	94	20	107	66	76	79	89	9	41	65			
	PERCENT		17	1		70	60	45	66	14	75	46	53	55	62	6	29	45	36	2	1444
REGION 15	NUMBER	5	0	0	3	---	---	---	---	---	---	---	---	---	---	---	---	---			
	PERCENT		0	0		---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
REGION 16	NUMBER	5	0	0	5	4	4	3	4	0	5	3	4	4	4	1	2	3			
	PERCENT		0	0		80	80	60	80	0	100	60	80	80	80	20	40	60	60	0	1504
REGION 17	NUMBER	8	2	0	8	7	6	6	8	1	6	4	6	5	8	0	3	2			
	PERCENT		25	0		88	75	75	100	13	75	50	75	63	100	0	38	25	50	0	1489
REGION 18	NUMBER	47	11	0	46	36	28	29	36	6	39	24	28	24	32	2	14	22			
	PERCENT		23	0		78	61	63	78	13	85	52	61	52	70	4	30	48	39	2	1468
REGION 19	NUMBER	351	110	12	349	309	267	249	305	124	307	202	262	253	287	45	189	210			
	PERCENT		31	3		89	77	71	87	36	88	58	75	72	82	13	54	60	63	8	1539
REGION 20	NUMBER	136	39	0	132	102	85	76	108	25	104	55	85	83	105	7	56	68			
	PERCENT		29	0		77	64	58	82	19	79	42	64	63	80	5	42	52	45	0	1482

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999
GRADE: 06-SPANISH
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)																
						CONCEPTOS					OPERACIONES				RESOLUCIÓN DE PROBLEMAS						
		NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 CONCEPTOS NUMÉRICOS	2 RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	3 PROPIEDADES Y RELACIONES GEOMÉTRICAS	4 CONCEPTOS DE MEDIDA	5 PROBABILIDAD Y ESTADÍSTICA	6 USO DE LA SUMA PARA RESOLVER PROBLEMAS	7 USO DE LA RESTA PARA RESOLVER PROBLEMAS	8 USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	9 USO DE LA DIVISIÓN PARA RESOLVER PROBLEMAS	10 RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES	11 USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	12 RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMÁTICAS	13 RESOLUCIÓN DE PROBLEMAS USANDO LA EVALUACIÓN DE LO RAZONABLE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Number and Percent of Students Demonstrating Objective Mastery															
STATEWIDE	NUMBER	1706	432	34	1667	1356	1118	1022	1360	393	1369	839	1125	1083	1260	145	678	850			
	PERCENT		25	2		81	67	61	82	24	82	50	67	65	76	9	41	51	50	4	1494

TEXAS END-OF-COURSE — ALGEBRA I

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY — ALL STUDENTS

REPORT DATE: SUMMER 1999

DATE OF TESTING: SPRING 1999

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

			ALGEBRA I											
			GRAPHING			EQUATIONS AND INEQUALITIES			PROBLEM SOLVING					
		NUMBER OF STUDENTS TESTED	1 CHARACTERISTICS OF GRAPHING	2 APPLICATIONS OF GRAPHING	3 LINEAR FUNCTIONS	4 LINEAR EQUATIONS/INEQUALITIES	5 QUADRATIC EQUATIONS	6 POLYNOMIALS	7 EXPONENTS, QUADRATIC SITUATIONS, AND RIGHT TRIANGLES	8 ONE- OR TWO-VARIABLE SITUATIONS	9 PROBABILITY, RATIO AND PROPORTION, DATA ANALYSIS	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Number and Percent of Students Demonstrating Objective Mastery											
REGION 01	NUMBER PERCENT	17449	12005 69	9816 56	10955 63	6023 35	8057 46	7821 45	8384 48	4327 25	10205 58	41	11	1467
REGION 02	NUMBER PERCENT	9015	5129 57	4080 45	4668 52	3266 36	3672 41	3546 39	3555 39	2212 25	5121 57	35	11	1447
REGION 03	NUMBER PERCENT	5018	2775 55	2352 47	2484 50	1804 36	1891 38	1997 40	2103 42	1236 25	2926 58	35	11	1447
REGION 04	NUMBER PERCENT	57190	40590 71	33853 59	37128 65	25975 45	29055 51	29975 52	31087 54	20301 35	37487 66	49	18	1502
REGION 05	NUMBER PERCENT	6628	4178 63	3476 52	3845 58	2718 41	3100 47	3102 47	3185 48	1829 28	3988 60	42	13	1470
REGION 06	NUMBER PERCENT	9805	6283 64	5142 52	5457 56	4276 44	4677 48	4743 48	4864 50	3236 33	6198 63	44	16	1481
REGION 07	NUMBER PERCENT	11074	7185 65	5802 52	6467 58	4467 40	5227 47	4809 43	5258 47	3341 30	6808 61	42	14	1474
REGION 08	NUMBER PERCENT	3666	2700 74	2119 58	2321 63	1696 46	1940 53	1786 49	2025 55	1273 35	2507 68	49	14	1496
REGION 09	NUMBER PERCENT	3301	2257 68	1785 54	1996 60	1486 45	1691 51	1669 51	1788 54	1150 35	2230 68	48	16	1496
REGION 10	NUMBER PERCENT	39087	25923 66	20590 53	23589 60	16707 43	19251 49	17867 46	19749 51	13306 34	24619 63	45	17	1487
REGION 11	NUMBER PERCENT	25001	17749 71	14875 59	15809 63	12162 49	13236 53	13560 54	14167 57	9761 39	17096 68	52	19	1510
REGION 12	NUMBER PERCENT	8701	5700 66	4464 51	4975 57	3642 42	4279 49	4018 46	4533 52	2600 30	5463 63	43	12	1478
REGION 13	NUMBER PERCENT	18584	12750 69	11007 59	11627 63	8763 47	9416 51	9977 54	10614 57	7104 38	12328 66	50	20	1507
REGION 14	NUMBER PERCENT	3873	2662 69	2202 57	2350 61	1758 45	1927 50	1972 51	2064 53	1313 34	2528 65	48	14	1491
REGION 15	NUMBER PERCENT	4977	2691 54	2196 44	2501 50	1740 35	2002 40	2091 42	2196 44	1164 23	2818 57	36	10	1446
REGION 16	NUMBER PERCENT	6415	4053 63	3420 53	3640 57	2598 40	3006 47	3090 48	3232 50	1872 29	3994 62	43	13	1475
REGION 17	NUMBER PERCENT	6641	4065 61	3248 49	3702 56	2466 37	2724 41	2912 44	3026 46	1848 28	4088 60	39	12	1463
REGION 18	NUMBER PERCENT	6942	3907 56	3055 44	3543 51	2374 34	2625 38	2708 39	2770 40	1708 25	3884 56	34	10	1448

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TEXAS END-OF-COURSE — ALGEBRA I

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY — ALL STUDENTS

REPORT DATE: SUMMER 1999

DATE OF TESTING: SPRING 1999

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

			ALGEBRA I											
			GRAPHING			EQUATIONS AND INEQUALITIES			PROBLEM SOLVING					
			1	2	3	4	5	6	7	8	9			
		NUMBER OF STUDENTS TESTED	CHARACTERISTICS OF GRAPHING	APPLICATIONS OF GRAPHING	LINEAR FUNCTIONS	LINEAR EQUATIONS/INEQUALITIES	QUADRATIC EQUATIONS	POLYNOMIALS	EXPONENTS, QUADRATIC SITUATIONS, AND RIGHT TRIANGLES	ONE- OR TWO-VARIABLE SITUATIONS	PROBABILITY, RATIO AND PROPORTION, DATA ANALYSIS	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Number and Percent of Students Demonstrating Objective Mastery											
REGION 19	NUMBER	10863	6695	5183	5858	3800	4721	4373	4900	2597	6419	36	9	1453
	PERCENT		62	48	54	35	43	40	45	24	59			
REGION 20	NUMBER	22089	15542	12779	14182	9032	11590	10790	11339	7401	14065	47	15	1490
	PERCENT		70	58	64	41	52	49	51	34	64			
STATEWIDE	NUMBER	276319	184839	151444	167097	116753	134087	132806	140839	89579	174692	45	15	1485
	PERCENT		67	55	60	42	49	48	51	32	63			

TEXAS END-OF-COURSE — BIOLOGY

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY — ALL STUDENTS

REPORT DATE: SUMMER 1999

DATE OF TESTING: SPRING 1999

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

			BIOLOGY											
			UNDERSTANDING CONCEPTS				INTEGRATING CONCEPTS WITH PROCESS SKILLS							
		NUMBER OF STUDENTS TESTED	1 HEREDITY AND BIOLOGICAL CHANGE OVER TIME	2 STRUCTURES AND FUNCTIONS IN ORGANISMS	3 PATTERNS AND PROCESSES IN LIVING SYSTEMS	4 ECOLOGY	5 DESIGN AND CONDUCT BIOLOGICAL EXPERIMENTS	6 ACQUIRE AND ORGANIZE SCIENTIFIC DATA	7 INTERPRET AND COMMUNICATE SCIENTIFIC DATA	8 MAKE INFERENCES, PREDICTIONS, AND GENERALIZATIONS	9 APPLY SCIENCE TO DAILY LIFE	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Number and Percent of Students Demonstrating Objective Mastery											
REGION 01	NUMBER	12079	7470	6926	7040	5919	5324	9550	9435	9660	8474	66	16	1585
	PERCENT		62	57	58	49	44	79	78	80	70			
REGION 02	NUMBER	7009	4520	4398	5268	3911	3725	5708	5830	5909	5319	74	23	1636
	PERCENT		64	63	75	56	53	81	83	84	76			
REGION 03	NUMBER	3775	2464	2362	2851	2194	2126	3115	3116	3184	2902	76	25	1653
	PERCENT		65	63	76	58	56	83	83	84	77			
REGION 04	NUMBER	48073	32755	31836	35470	28324	27471	40164	40359	40894	37995	77	27	1661
	PERCENT		68	66	74	59	57	84	84	85	79			
REGION 05	NUMBER	4317	3054	2733	3372	2416	2411	3610	3685	3681	3417	78	24	1653
	PERCENT		71	63	78	56	56	84	85	85	79			
REGION 06	NUMBER	7460	5329	4968	5986	4670	4549	6362	6480	6455	6051	81	29	1679
	PERCENT		71	67	80	63	61	85	87	87	81			
REGION 07	NUMBER	9019	6187	5764	7014	5197	4975	7348	7554	7633	7004	76	25	1651
	PERCENT		69	64	78	58	55	81	84	85	78			
REGION 08	NUMBER	3561	2602	2417	2876	2193	2203	3050	3132	3131	2920	83	29	1688
	PERCENT		73	68	81	62	62	86	88	88	82			
REGION 09	NUMBER	2589	1880	1733	2174	1625	1629	2221	2268	2266	2146	83	29	1688
	PERCENT		73	67	84	63	63	86	88	88	83			
REGION 10	NUMBER	35096	24330	23564	26029	20164	19658	29410	29627	29913	27379	77	26	1658
	PERCENT		69	67	74	57	56	84	84	85	78			
REGION 11	NUMBER	21414	15613	14860	16851	13054	12908	18214	18507	18631	17304	81	29	1681
	PERCENT		73	69	79	61	60	85	86	87	81			
REGION 12	NUMBER	7187	5142	4809	5679	4312	4151	5989	6187	6176	5737	80	27	1670
	PERCENT		72	67	79	60	58	83	86	86	80			
REGION 13	NUMBER	15602	11203	11086	12138	9915	9638	13352	13388	13491	12687	81	31	1690
	PERCENT		72	71	78	64	62	86	86	86	81			
REGION 14	NUMBER	3461	2474	2368	2792	2155	2137	2965	3007	3039	2854	82	29	1683
	PERCENT		71	68	81	62	62	86	87	88	82			
REGION 15	NUMBER	3611	2428	2347	2705	2157	1879	2882	2961	2982	2742	74	26	1646
	PERCENT		67	65	75	60	52	80	82	83	76			
REGION 16	NUMBER	5441	3874	3697	4363	3222	3190	4588	4634	4718	4392	80	26	1669
	PERCENT		71	68	80	59	59	84	85	87	81			
REGION 17	NUMBER	4890	3316	3076	3799	2845	2776	4104	4128	4174	3837	77	26	1657
	PERCENT		68	63	78	58	57	84	84	85	78			
REGION 18	NUMBER	5309	3656	3460	4122	3180	3081	4379	4497	4578	4242	78	26	1663
	PERCENT		69	65	78	60	58	82	85	86	80			

TEXAS END-OF-COURSE — BIOLOGY

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY — ALL STUDENTS

REPORT DATE: SUMMER 1999

DATE OF TESTING: SPRING 1999

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		BIOLOGY												
			UNDERSTANDING CONCEPTS				INTEGRATING CONCEPTS WITH PROCESS SKILLS							
			1	2	3	4	5	6	7	8	9			
		NUMBER OF STUDENTS TESTED	HEREDITY AND BIOLOGICAL CHANGE OVER TIME	STRUCTURES AND FUNCTIONS IN ORGANISMS	PATTERNS AND PROCESSES IN LIVING SYSTEMS	ECOLOGY	DESIGN AND CONDUCT BIOLOGICAL EXPERIMENTS	ACQUIRE AND ORGANIZE SCIENTIFIC DATA	INTERPRET AND COMMUNICATE SCIENTIFIC DATA	MAKE INFERENCES, PREDICTIONS, AND GENERALIZATIONS	APPLY SCIENCE TO DAILY LIFE	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Number and Percent of Students Demonstrating Objective Mastery											
REGION 19	NUMBER	9506	5613	5334	5608	4551	4168	7574	7577	7753	6834			
	PERCENT		59	56	59	48	44	80	80	82	72	66	15	1583
REGION 20	NUMBER	18159	11815	11551	12968	10313	9801	14944	15050	15374	14130			
	PERCENT		65	64	71	57	54	82	83	85	78	75	22	1639
STATEWIDE	NUMBER	227558	155725	149289	169105	132317	127800	189529	191422	193642	178366			
	PERCENT		68	66	74	58	56	83	84	85	78	77	26	1656

TEXAS END-OF-COURSE — ENGLISH II

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: SUMMER 1999

DATE OF TESTING: SPRING 1999

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

ENGLISH II — Number and Percent of Students Demonstrating Objective Mastery

		NUMBER OF STUDENTS TESTED	READING 1 BASIC UNDERSTANDING	READING 2 LITERARY ELEMENTS AND TECHNIQUES	READING 3 ANALYSIS AND CRITICAL EVALUATION	WRITING 4-5 WRITTEN COMPOSITION: EFFECTIVENESS/ COMMAND OF CONVENTIONS (3 OR 4 REQUIRED)	WRITING 6 REVISING AND PROOFREADING	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 01	NUMBER	11852	10088	8587	9102	4482	7225	66	27	1615
	PERCENT		85	72	77	38	61			
REGION 02	NUMBER	6291	5585	5031	5286	2444	4162	71	30	1648
	PERCENT		89	80	84	39	66			
REGION 03	NUMBER	3507	3131	2856	2927	1302	2358	73	29	1656
	PERCENT		89	81	83	37	67			
REGION 04	NUMBER	43215	38196	34928	36367	17964	29315	73	33	1672
	PERCENT		88	81	84	42	68			
REGION 05	NUMBER	4786	4347	3937	4111	1757	3316	75	29	1659
	PERCENT		91	82	86	37	69			
REGION 06	NUMBER	6892	6207	5726	5937	2757	4771	74	33	1676
	PERCENT		90	83	86	40	69			
REGION 07	NUMBER	8224	7344	6703	6966	2983	5521	71	29	1644
	PERCENT		89	82	85	36	67			
REGION 08	NUMBER	3211	2936	2703	2834	1351	2290	77	34	1683
	PERCENT		91	84	88	42	71			
REGION 09	NUMBER	2653	2395	2218	2344	1079	1912	78	33	1681
	PERCENT		90	84	88	41	72			
REGION 10	NUMBER	29948	26638	24263	25437	12869	20887	75	34	1681
	PERCENT		89	81	85	43	69			
REGION 11	NUMBER	18984	17042	15743	16550	7535	13393	76	33	1675
	PERCENT		90	83	87	40	71			
REGION 12	NUMBER	6682	5996	5542	5744	2479	4591	74	30	1656
	PERCENT		90	83	86	37	69			
REGION 13	NUMBER	13678	12358	11474	12030	6284	9840	78	38	1718
	PERCENT		90	84	88	46	72			
REGION 14	NUMBER	3068	2806	2635	2730	1342	2167	78	36	1698
	PERCENT		91	86	89	44	71			
REGION 15	NUMBER	3300	2913	2613	2744	1179	2185	71	28	1637
	PERCENT		88	79	83	36	66			
REGION 16	NUMBER	4667	4253	3935	4096	1663	3274	77	29	1662
	PERCENT		91	84	88	36	70			
REGION 17	NUMBER	5045	4397	4010	4183	1869	3203	69	28	1634
	PERCENT		87	79	83	37	63			
REGION 18	NUMBER	4776	4287	3885	4131	1961	3211	74	32	1665
	PERCENT		90	81	86	41	67			

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TEXAS END-OF-COURSE — ENGLISH II

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: SUMMER 1999

DATE OF TESTING: SPRING 1999

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

			ENGLISH II							
			READING			WRITING				
			1	2	3	4-5	6			
		NUMBER OF STUDENTS TESTED	BASIC UNDERSTANDING	LITERARY ELEMENTS AND TECHNIQUES	ANALYSIS AND CRITICAL EVALUATION	WRITTEN COMPOSITION: EFFECTIVENESS/ COMMAND OF CONVENTIONS (3 OR 4 REQUIRED)	REVISING AND PROOFREADING	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			Number and Percent of Students Demonstrating Objective Mastery							
REGION 19	NUMBER	8367	7253	6238	6656	2960	5036	67	25	1612
	PERCENT		87	75	80	35	60			
REGION 20	NUMBER	15361	13772	12533	13144	6237	10417	74	32	1668
	PERCENT		90	82	86	41	68			
STATEWIDE	NUMBER	204507	181944	165560	173319	82497	138994	74	32	1666
	PERCENT		89	81	85	40	68			

TEXAS END-OF-COURSE — U.S. HISTORY

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY — ALL STUDENTS

REPORT DATE: SUMMER 1999

DATE OF TESTING: SPRING 1999

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		NUMBER OF STUDENTS TESTED	U.S. HISTORY — APPLICATION AND EVALUATION OF CONCEPTS — Number and Percent of Students Demonstrating Objective Mastery: 1 DOMESTIC AND FOREIGN AFFAIRS IN U.S. HISTORY	2 GEOGRAPHIC INFLUENCES ON U.S. HISTORY	3 ECONOMIC INFLUENCES ON U.S. HISTORY	4 SOCIAL AND CULTURAL INFLUENCES ON U.S. HISTORY	5 POLITICAL INFLUENCES ON U.S. HISTORY	6 CRITICAL-THINKING SKILLS	7 PROBLEM-SOLVING/ DECISION-MAKING SKILLS	PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 01	NUMBER	8288	3683	3076	4626	3557	3635	5473	3573	59	11	1523
	PERCENT		44	37	56	43	44	66	43			
REGION 02	NUMBER	5732	2834	2440	3781	2881	2834	4011	2496	65	15	1542
	PERCENT		49	43	66	50	49	70	44			
REGION 03	NUMBER	3215	1671	1538	2156	1709	1635	2269	1547	68	18	1552
	PERCENT		52	48	67	53	51	71	48			
REGION 04	NUMBER	40339	23247	19648	27282	23116	22614	29603	20624	70	22	1566
	PERCENT		58	49	68	57	56	73	51			
REGION 05	NUMBER	4900	2395	2164	3200	2383	2395	3480	2050	66	14	1540
	PERCENT		49	44	65	49	49	71	42			
REGION 06	NUMBER	5478	3195	2941	3927	3179	2992	4161	2804	73	23	1570
	PERCENT		58	54	72	58	55	76	51			
REGION 07	NUMBER	7831	4070	3773	5439	4204	3958	5645	3546	68	17	1553
	PERCENT		52	48	69	54	51	72	45			
REGION 08	NUMBER	2723	1530	1456	2036	1549	1520	2070	1352	75	19	1566
	PERCENT		56	53	75	57	56	76	50			
REGION 09	NUMBER	2568	1460	1358	1863	1458	1357	1959	1303	73	20	1567
	PERCENT		57	53	73	57	53	76	51			
REGION 10	NUMBER	26913	15654	13743	19417	16377	15528	20461	13936	74	22	1572
	PERCENT		58	51	72	61	58	76	52			
REGION 11	NUMBER	17193	10788	9545	13275	11309	10732	13984	9700	79	26	1590
	PERCENT		63	56	77	66	62	81	56			
REGION 12	NUMBER	5867	3263	2877	4165	3269	3087	4418	2848	72	18	1560
	PERCENT		56	49	71	56	53	75	49			
REGION 13	NUMBER	11356	7838	6910	9049	7757	7390	9488	7000	83	31	1607
	PERCENT		69	61	80	68	65	84	62			
REGION 14	NUMBER	3670	1869	1677	2533	1891	1780	2681	1556	68	16	1546
	PERCENT		51	46	69	52	49	73	42			
REGION 15	NUMBER	2365	1213	1054	1515	1087	1117	1622	1010	64	14	1535
	PERCENT		51	45	64	46	47	69	43			
REGION 16	NUMBER	3914	2244	2090	2916	2282	2196	3018	1961	75	21	1571
	PERCENT		57	53	75	58	56	77	50			
REGION 17	NUMBER	4281	2353	2093	2888	2292	2246	3134	2020	69	19	1556
	PERCENT		55	49	67	54	52	73	47			
REGION 18	NUMBER	4819	2696	2260	3236	2582	2541	3429	2163	68	18	155[illegible]
	PERCENT		56	47	67	54	53	71	45			

TEXAS END-OF-COURSE — U.S. HISTORY

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY — ALL STUDENTS

REPORT DATE: SUMMER 1999

DATE OF TESTING: SPRING 1999

STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		U.S. HISTORY										
		NUMBER OF STUDENTS TESTED	APPLICATION AND EVALUATION OF CONCEPTS							PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
			1 DOMESTIC AND FOREIGN AFFAIRS IN U.S. HISTORY	2 GEOGRAPHIC INFLUENCES ON U.S. HISTORY	3 ECONOMIC INFLUENCES ON U.S. HISTORY	4 SOCIAL AND CULTURAL INFLUENCES ON U.S. HISTORY	5 POLITICAL INFLUENCES ON U.S. HISTORY	6 CRITICAL-THINKING SKILLS	7 PROBLEM-SOLVING/ DECISION-MAKING SKILLS			
			Number and Percent of Students Demonstrating Objective Mastery									
REGION 19	NUMBER	7494	3678	3081	4531	3620	3649	5381	3485			
	PERCENT		49	41	60	48	49	72	47	64	14	1538
REGION 20	NUMBER	11574	6097	5249	7580	6238	6159	8295	5509			
	PERCENT		53	45	65	54	53	72	48	67	19	1554
STATEWIDE	NUMBER	180520	101778	88973	125415	102740	99365	134502	90483			
	PERCENT		56	49	69	57	55	75	50	71	21	1564

SECTION VI

A Study of the Correlation between Course Performance in Algebra I and Algebra I End-of-Course Test Performance

A Study of the Correlation between Course Performance in Algebra I and Algebra I End-of-Course Test Performance

OVERVIEW

Texas Education Code Section 39.182(a)(4) mandates an evaluation of the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine the relationship between students' classroom performance and their scores on statewide criterion-referenced assessments.

This section describes the most recent study, which compares (1) the pass/fail rates of students in their Algebra I course with their pass/fail rates on the Algebra I end-of-course (EOC) test, and (2) the numeric grades that students received in their Algebra I course with their scale scores on the Algebra I end-of-course test. Passing the Algebra I end-of-course test is defined as attaining a scale score of at least 1500, and passing the Algebra I course is defined as receiving a numeric grade of at least 70. A simple random sample of 20,000 students was selected from the population of all middle school and high school students who took the Algebra I end-of-course test in spring 1999. Requests for data were sent to 932 school districts. A total of 815 school districts responded to this request, supplying pass/fail information and numeric grades for Algebra I for 16,401 students (82% of the original sample). Because courses in Algebra I range from one semester to four semesters, numeric grades for each student were requested from districts for the spring 1999 semester (the terminal semester of the course for the students in the study) only; however, pass/fail information was based on the entire Algebra I course.

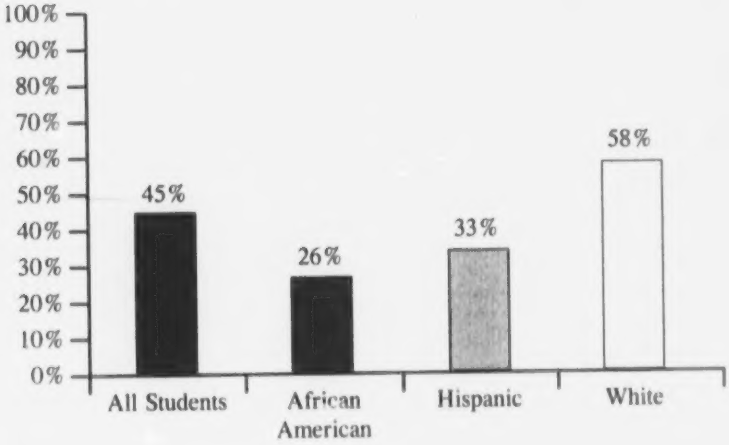
The results of the report are presented in two sections. Part I presents results based on pass/fail information for both the Algebra I course and Algebra I end-of-course test. Part II presents results based on numeric grades received in the Algebra I course and scale scores received on the Algebra I end-of-course test.

PART I: RESULTS BASED ON PASS/FAIL DATA

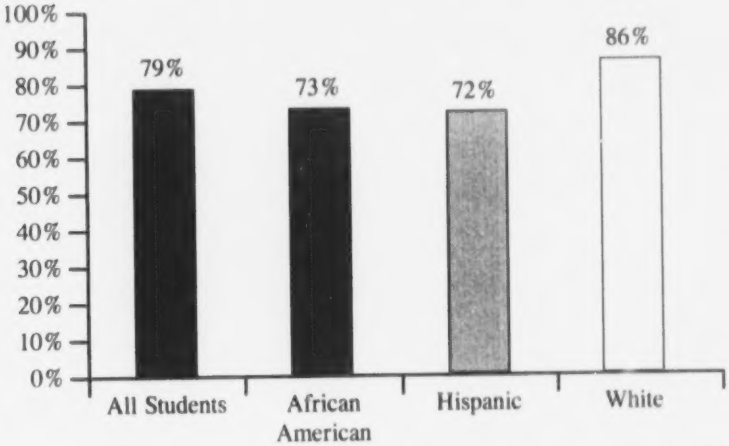
ALL STUDENTS AND BY ETHNIC GROUP

Overall, 45 percent of students in the study passed the Algebra I EOC test, while 79 percent passed their Algebra I course. The passing rates on the Algebra I EOC test and in the Algebra I course for all students and broken down by ethnicity are shown in the following charts.

Percent Passing Algebra I EOC Test



Percent Passing Algebra I Course



The tables below give the joint Algebra I EOC test and Algebra I course pass/fail performance for all students and for the three major ethnic groups. All percents are estimated within a bound of 0.02 or smaller with 95 percent confidence.

Performance on Algebra I EOC Test Compared to Performance in Algebra I Course

ALL STUDENTS

	Passed Course	Failed Course
Passed EOC Test	43%	2%
Failed EOC Test	36%	19%

AFRICAN AMERICAN

	Passed Course	Failed Course
Passed EOC Test	24%	2%
Failed EOC Test	48%	26%

HISPANIC

	Passed Course	Failed Course
Passed EOC Test	31%	2%
Failed EOC Test	41%	26%

WHITE

	Passed Course	Failed Course
Passed EOC Test	56%	2%
Failed EOC Test	30%	13%

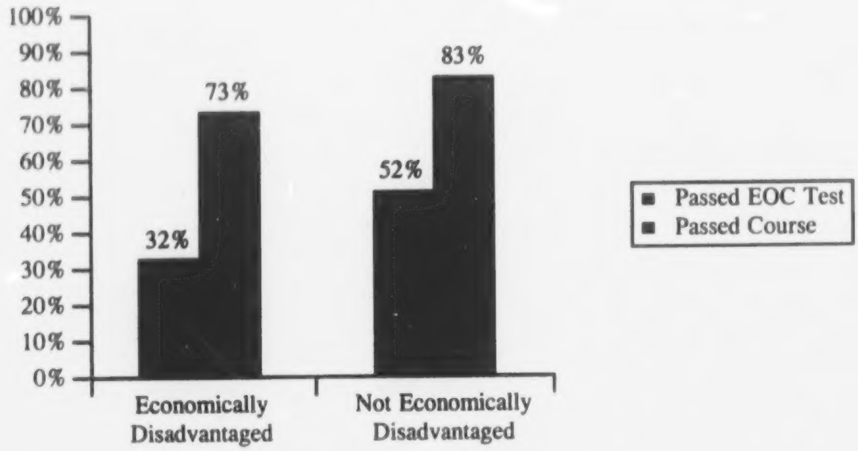
As can be seen in the "All Students" table, 62 percent of the students in the sample either passed both the Algebra I EOC test and their Algebra I course or failed both the Algebra I EOC test and their Algebra I course. A very small percentage (2 percent) passed the Algebra I EOC test but failed their Algebra I course; however, quite a large percentage (36 percent) passed the Algebra I course but failed the Algebra I EOC test.

For each of the ethnic groups analyzed, more students passed the Algebra I course but failed the Algebra I EOC test than passed the Algebra I EOC test but failed the Algebra I course. For example, 48 percent of African American students passed the Algebra I course but failed the Algebra I EOC test while only 2 percent passed the Algebra I EOC test but failed the Algebra I course. This same pattern held true for Hispanic and white students also.

ECONOMICALLY DISADVANTAGED

The chart below presents the percent of students passing the Algebra I EOC test and the percent passing the Algebra I course by economically disadvantaged status.

Percent Passing Algebra I EOC Test and Algebra I Course



For both groups of students, those classified as economically disadvantaged and those classified as not economically disadvantaged, a higher percentage of students passed their Algebra I course than passed the Algebra I EOC test. Seventy-three percent of students classified as economically disadvantaged passed their Algebra I course, while only 32 percent passed the Algebra I EOC test. Likewise, 83 percent of students classified as not economically disadvantaged passed their Algebra I course, but only 52 percent passed the Algebra I EOC test.

- The tables below give the joint Algebra I EOC test and Algebra I course pass/fail performance by economically disadvantaged status. All percents are estimated within a bound of 0.02 or smaller with 95 percent confidence.

Performance on Algebra I EOC Test Compared to Performance in Algebra I Course

Economically Disadvantaged

	Passed Course	Failed Course
Passed EOC Test	30%	2%
Failed EOC Test	42%	26%

Not Economically Disadvantaged

	Passed Course	Failed Course
Passed EOC Test	51%	2%
Failed EOC Test	32%	15%

For both groups (economically disadvantaged and not economically disadvantaged) a higher percentage of students passed the Algebra I course and failed the Algebra I EOC test than passed the Algebra I EOC test and failed the Algebra I course. As can be seen in the above table, 42 percent of economically disadvantaged students passed the Algebra I course but failed the Algebra I EOC test whereas only 2 percent passed the Algebra I EOC test but failed the Algebra I course. A similar pattern can be seen for the not economically disadvantaged group.

PART II: RESULTS BASED ON COURSE GRADES AND SCALE SCORES

In addition to providing the pass/fail rates for students in Algebra I courses, the districts in our sample also provided the specific numeric grade that each student received for the spring 1999 semester. The following analyses provide statistical information on the degree of association between the numeric grades that students received in their Algebra I course and the scale scores that they received on their Algebra I end-of-course test.

LINEAR CORRELATION ANALYSES

Because the Algebra I course grades were not normally distributed and were highly positively skewed, Spearman correlation coefficients are presented for this discussion of the linear correlation between Algebra I course grades and EOC test scores. The Spearman correlation between the Algebra I EOC scale scores and the Algebra I course grades for all students was 0.64 ($p < .0001$). A correlation of this magnitude indicates that there is a significant relationship between students' scores on the EOC test and the scores they received in their Algebra I course. In other words, there was a general trend for students who did well in their Algebra I course also to perform well on the Algebra I EOC test and for students who did not do as well in their Algebra I course to receive lower scores on the Algebra I EOC test. As can be seen in the table below, the same trend was apparent for all ethnic groups and for students classified as economically disadvantaged and not economically disadvantaged.

Spearman Correlations between EOC Test Scores and Course Grades

GROUP	SPEARMAN CORRELATION COEFFICIENT*
All Students	0.64
African American	0.53
Hispanic	0.58
White	0.64
Economically Disadvantaged	0.58
Not Economically Disadvantaged	0.66

* All correlation coefficients are estimated within a bound of 0.05 with 95% confidence.

REGRESSION ANALYSIS

A stepwise regression analysis was performed in order to analyze further the relationship between Algebra I EOC test scale scores and spring 1999 Algebra I course grades. The analysis was performed with scale score on the Algebra I EOC test as the criterion variable and the following variables as predictors: Algebra I course grade, ethnic group membership, economically disadvantaged status, and the interactions among these variables. The selection criterion used was the maximum R^2 criterion which first includes in the regression model the predictor variable that accounts for the most variance in the criterion variable (produces the highest R^2 value for the regression model), followed by the variable that produces the largest increment in R^2, and so on until all variables have been added to the model.

Algebra I course grade was found to be the predictor variable which singly accounted for the most variation in Algebra I EOC test scale score. With this predictor variable alone, an R^2 value of 0.35 was obtained for the model. With all predictor variables included in the model, the R^2 value increased only to 0.41. The interaction between Algebra I course grade and ethnicity accounted for nearly all of the R^2 difference between the model containing only Algebra I course grade and the full model, which means that the regression line slopes were different for each ethnic group. Ethnicity alone and all variables involving economic disadvantaged status contributed negligibly to the model.

MEAN SCALE SCORES BY COURSE GRADE

Algebra I EOC test scale score means were computed for each Algebra I course grade value for all students and for each of the three major ethnic groups. From these results the following was observed: (1) the mean scale score for students who earned a course grade of 70 was below 1500 (the passing Algebra I EOC test scale score) for all three major ethnic groups; (2) course grade had a positive relationship with Algebra I EOC test score for all ethnic groups, but the relationship was different for each group; and (3) pass/fail performance in the Algebra I course was most predictive of pass/fail performance on the Algebra I EOC test for white students. The table below shows mean Algebra I EOC test scale scores for students who earned Algebra I course grades of exactly 60, 70, 80, 90 and 100, respectively, for all students and for each of the three major ethnic groups.

Mean Algebra I EOC Test Scores For Given Algebra I Course Grades

GROUP	COURSE GRADE				
	60	***70***	*80*	*90*	*100*
All Students	1365	**1396**	1483	1594	1728
African American	1348	**1379**	1438	1569	1659
Hispanic	1368	**1385**	1447	1536	1645
White	1372	**1416**	1515	1616	1751

1999 TEXAS NATIONAL COMPARATIVE DATA STUDY

1999 Texas National Comparative Data Study

Executive Summary

Texas Education Code Section 35.028 requires that the state assessment program obtain national comparative results for the subject areas and grade levels for which criterion-referenced assessment instruments (TAAS) are administered. The Texas Education Agency contracted with Harcourt Educational Measurement (HEM) to conduct a study to obtain the required national comparative data. A stratified cluster sample of non-special education and non-gifted/talented classrooms from Texas public schools was taken in the fall of 1998 from each of grades 3–8 and 10; students in these classes were administered the *Metropolitan Achievements Tests*, Seventh Edition (MAT-7) in the spring of 1999 to measure student performance at the state level. The mathematics and reading subtests of MAT-7 were administered to students in all sampled grades, the language (similar to the multiple-choice writing TAAS) subtest of MAT-7 was administered to students in grades 4, 8, and 10, and the science and social studies subtests of MAT-7 were administered to students in grade 8.

Results were reported in terms of mean national normal curve equivalents (NCEs) based on the 1997 standardization of MAT-7. The mean national NCE obtained by the Texas student sample was above the national norm sample mean on the mathematics, language, science and social studies subtests for all grades. On the reading subtest, the mean national NCE obtained by the Texas student sample was slightly higher than the national norm sample mean in grades 3–5 and 10 and slightly lower than the national norm sample mean in grades 6–8.

Mean National NCEs and Associated Standard Errors of the Mean

	Grade						
	3	4	5	6	7	8	10
Total Reading							
Mean National NCE Standard Error of the Mean	50.3 (0.39)	52.0 (0.45)	51.2 (0.45)	48.9 (0.63)	49.9 (0.65)	48.4 (0.66)	51.7 (0.80)
Total Mathematics							
Mean National NCE Standard Error of the Mean	55.4 (0.46)	59.4 (0.40)	57.1 (0.46)	54.8 (0.58)	55.1 (0.67)	53.4 (0.64)	54.9 (0.70)
Language							
Mean National NCE Standard Error of the Mean		53.8 (0.41)				50.6 (0.71)	51.6 (0.66)
Science							
Mean National NCE Standard Error of the Mean						52.5 (0.52)	
Social Studies							
Mean National NCE Standard Error of the Mean						50.5 (0.50)	

Introduction

Texas Education Code Section 35.028 requires that the state assessment program obtain national comparative results for the subject areas and grade levels for which criterion-referenced assessment instruments (TAAS) are administered. The Texas Education Agency has contracted with Harcourt Educational Measurement (HEM) to conduct a study to obtain the required national comparative data. A stratified cluster sample of non-special education and non-gifted/talented classrooms from Texas public schools was taken in the fall of 1998 from each of grades 3–8 and 10; students in these classes were administered the *Metropolitan Achievements Tests*, Seventh Edition (MAT-7) in the spring of 1999 to measure student performance at the state level.

Students were tested in grades 3, 4, 5, 6, 7, 8, and 10. The reading, mathematics, language (similar to the multiple-choice writing TAAS), science, and social studies subtests of MAT-7 were administered. The table below shows which grade levels and content areas were tested, as well as the approximate number of students selected in the target sample.

MAT-7 Target Sample

	Content Area					
Grade	Reading	Math	Language	Science	Social Studies	Totals
3	12,500	12,500				25,000
4	12,500	12,500	12,500			37,500
5	12,500	12,500				25,000
6	12,500	12,500				25,000
7	12,500	12,500				25,000
8	12,500	12,500	12,500	12,500	12,500	62,500
10	12,500	12,500	12,500			37,500
Totals	87,500	87,500	37,500	12,500	12,500	237,500

The national norms used for the Texas National Comparative Data Study were obtained from the 1997 standardization of MAT-7. The MAT-7 national norm sample included private school students and possibly students from classrooms designated as gifted/talented; thus, it differs slightly from the 1999 Texas sample which included public school students from non-gifted/talented classrooms only. Test booklets and answer documents were customized for each grade level and content area tested. While no classroom tested more than one subject area, multiple classrooms may have been selected from some campuses. Form T of the MAT-7 was used to ensure security. This form was developed as a secure form and is printed on demand only. States using Form T must sign an additional security agreement.

Sample Participants

A stratified cluster sample of classrooms not classified as special education nor gifted/talented was selected for each grade tested from Texas public schools to participate in the study. The Texas Education Agency provided Harcourt Educational Measurement (HEM) with summaries of enrollment by grade for the public schools in Texas, including ethnic information. Harcourt Educational Measurement used this information to create the stratified cluster sample of classrooms which met the sample size targets specified in the Introduction.

Details of the stratification and sampling procedure follow. At each grade level, campuses were grouped into one of six sampling regions—(1) Northeast Region, (2) Southeast Region, (3) Central-Valley Region, (4) North Central Region, (5) Northwest Region, and (6) Big 20 (campuses from the twenty largest school districts). The six sampling regions were used as strata, and a random sampling of non-special education and non-gifted/talented classrooms from public schools was performed within each strata for each grade. After the sampling was performed, the number of classrooms selected per campus at each grade was known; at this point, subject areas were randomly assigned. Subject area assignments were spiraled within a grade, so that each subject area was assigned once before a subject area could be assigned a second time. For example, in a campus selected to test three classrooms at grade 5, the first classroom would administer the mathematics test, the second classroom selected would administer the reading test, and the third classroom would administer the mathematics test.

After completion of the sampling process, each selected campus' district was sent materials for 30 students for each selected classroom. Schools were allowed to pick the most convenient testing week between January 11, 1999, and April 30, 1999, and each campus was free to select which of its classrooms would test within a designated grade. The Coordinator Manual instructed the test coordinator to select "typical classrooms." Harcourt Educational Measurement defined "typical classrooms" as classrooms that were not classified as primarily special education or primarily gifted/talented.

Table 1 summarizes the number of districts and campuses that were selected to participate in the study by each grade and content area. It also shows the percent of districts and campuses eligible for participation. The total numbers of districts and campuses are not necessarily the sum of the content area figures since some districts and campuses tested more than one content area.

Number and Percentage of Districts and Campuses Selected to Participate in the 1999 Texas National Comparative Data Study

		Districts		Campuses	
Grade	Content	N	%	N	%
3	Reading	204	19.6	391	11.6
	Math	211	20.2	396	11.8
	Total	253	24.3	573	17.0
4	Reading	229	22.0	410	12.3
	Math	226	21.7	407	12.2
	Language	223	21.4	410	12.3
	Total	333	32.0	856	25.8
5	Reading	206	19.8	361	11.4
	Math	200	19.2	358	11.3
	Total	245	23.6	543	17.2
6	Reading	155	14.9	282	13.0
	Math	158	15.1	285	13.1
	Total	197	18.9	372	17.1
7	Reading	161	15.6	299	16.9
	Math	156	15.1	294	16.6
	Total	199	19.3	397	22.5
8	Reading	183	17.7	308	17.1
	Math	184	17.8	307	17.0
	Language	182	17.6	305	16.9
	Science	190	18.4	310	17.2
	Social Studies	185	17.9	309	17.1
	Total	377	36.5	684	37.9
10	Reading	178	17.8	273	16.8
	Math	173	17.3	271	16.7
	Language	186	18.6	284	17.5
	Total	281	28.1	409	25.1
All	Total	595	55.3	2872	44.4

Table 1

Weighting Procedure and Computation of Means and Standard Errors

In order to ensure that the test results were representative of all students in the state, an ethnic weighting procedure was applied. The Texas Education Agency provided HEM with ethnic enrollment information for each grade at each campus in the state. Based on this information, the proportion of students in each ethnic group considered (African American, Asian American, Hispanic, Native American, and white) was calculated for each sampling region and grade. These figures were used to calculate the ethnic sampling targets for each sampling region (strata), grade, and content area. After the tests were scored, if the actual *n*-counts failed to closely match the target *n*-counts, weighting was performed so that the weighted *n*-counts did closely match the target *n*-counts. All reported analyses are based on the weighted data. The estimate of each mean NCE was computed as follows:

$$\hat{\bar{Y}} = \left(\sum_{h=1}^{H} \sum_{i=1}^{n_h} \sum_{j=1}^{m_{hi}} w_{hij} y_{hij} \right) / w_{...}$$

where H = the number of strata (sampling regions),

n_h = the number of clusters (classrooms) in stratum h,

m_{hi} = the number of measurements (NCE values) in cluster i of stratum h,

y_{hij} = the value of measurement j in cluster i of stratrum h,

w_{hij} = the weight for measurement j in cluster i of stratrum h,

and $w_{...}$ = the sum of all weights over j, i and h.

Taylor series expansion theory was used to estimate the variance of the estimated mean $\hat{\bar{Y}}$. The estimated variance was computed as follows:

$$\hat{V}(\hat{\bar{Y}}) = \sum_{h=1}^{H} \frac{n_h}{n_h - 1} \sum_{i=1}^{n_h} (e_{hi.} - \bar{e}_{h..})^2$$

where $e_{hi.} = \left(\sum_{j=1}^{m_{hi}} w_{hij} (y_{hij} - \hat{\bar{Y}}) \right) / w_{...}$

and $\bar{e}_{h..} = \left(\sum_{i=1}^{n_h} e_{hi.} \right) / n_h$

The estimated standard error of the mean is the square root of the estimated variance.

Table 2 lists target *n*-counts, unweighted *n*-counts, and weighted *n*-counts.

Texas National Comparative Data Study (1999)
Sample Sizes

	Grade						
	3	4	5	6	7	8	10
Total Reading							
Target *n*-count	12,508	12,501	12,509	12,507	12,509	12,499	12,500
Unweighted *n*-count	7,639	7,743	8,609	6,851	6,725	6,792	6,577
Weighted *n*-count	12,530	12,730	13,042	11,843	12,293	12,299	11,869
Total Mathematics							
Target *n*-count	12,508	12,501	12,509	12,507	12,509	12,499	12,500
Unweighted *n*-count	7,650	7,863	8,475	7,129	6,772	6,764	6,789
Weighted *n*-count	12,815	12,610	13,001	12,033	12,089	12,398	12,172
Language							
Target *n*-count		12,501				12,499	12,500
Unweighted *n*-count		7,660				6,827	6,728
Weighted *n*-count		12,771				12,371	12,023
Science							
Target *n*-count						12,499	
Unweighted *n*-count						7,032	
Weighted *n*-count						12,659	
Social Studies							
Target *n*-count						12,499	
Unweighted *n*-count						7,147	
Weighted *n*-count						12,785	

Table 2

Statewide Results

The following pages of this report provide statewide results of the testing aggregated across all classrooms.

SUMMARY STATEWIDE RESULTS

Table 3 shows the mean national normal curve equivalent (NCE), the associated standard deviation, the sample size, the reliability index (coefficient alpha internal consistency estimate), and the standard error of the mean for each subject area at each grade level.

The NCE is a normalized standard score with a mean of 50 and a standard deviation of 21.06. It is commonly used to present data across years, especially when different test instruments are employed. NCEs have a fixed relationship to percentile ranks, such that a percentile rank of 50 corresponds to an NCE of 50.0, which makes them easy to interpret. It must be noted that the mean NCEs given in Table 3 may be slightly biased estimates of the true mean NCEs for Texas students due to the following sampling differences between the 1997 MAT-7 national norm sample and the 1999 Texas sample: the MAT-7 national norm sample included private school students and possibly students from classrooms designated as gifted/talented; the Texas sample excluded private school students and students from classrooms that were designated as primarily gifted/talented.

The standard error of the mean provides information regarding the variability to be expected in the mean NCE if a different sample of students is obtained. This value is often used to place a confidence interval around the mean.

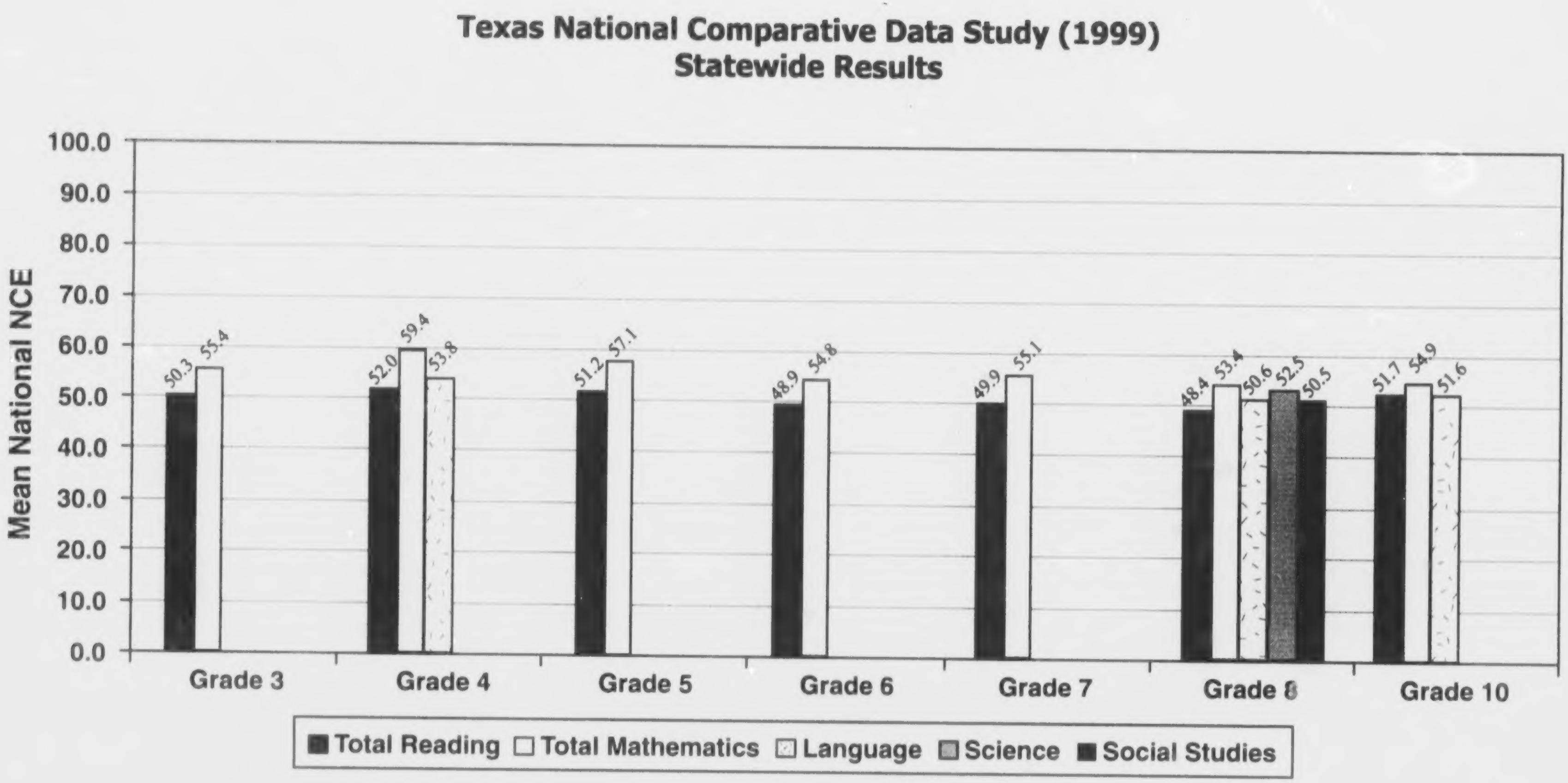
Figure 1 provides a graphic display of the mean national NCE across all content areas and grades.

Figures 2-6 provide mean national NCE graphs across grades for each content area.

Statewide Results
National NCE Statistics

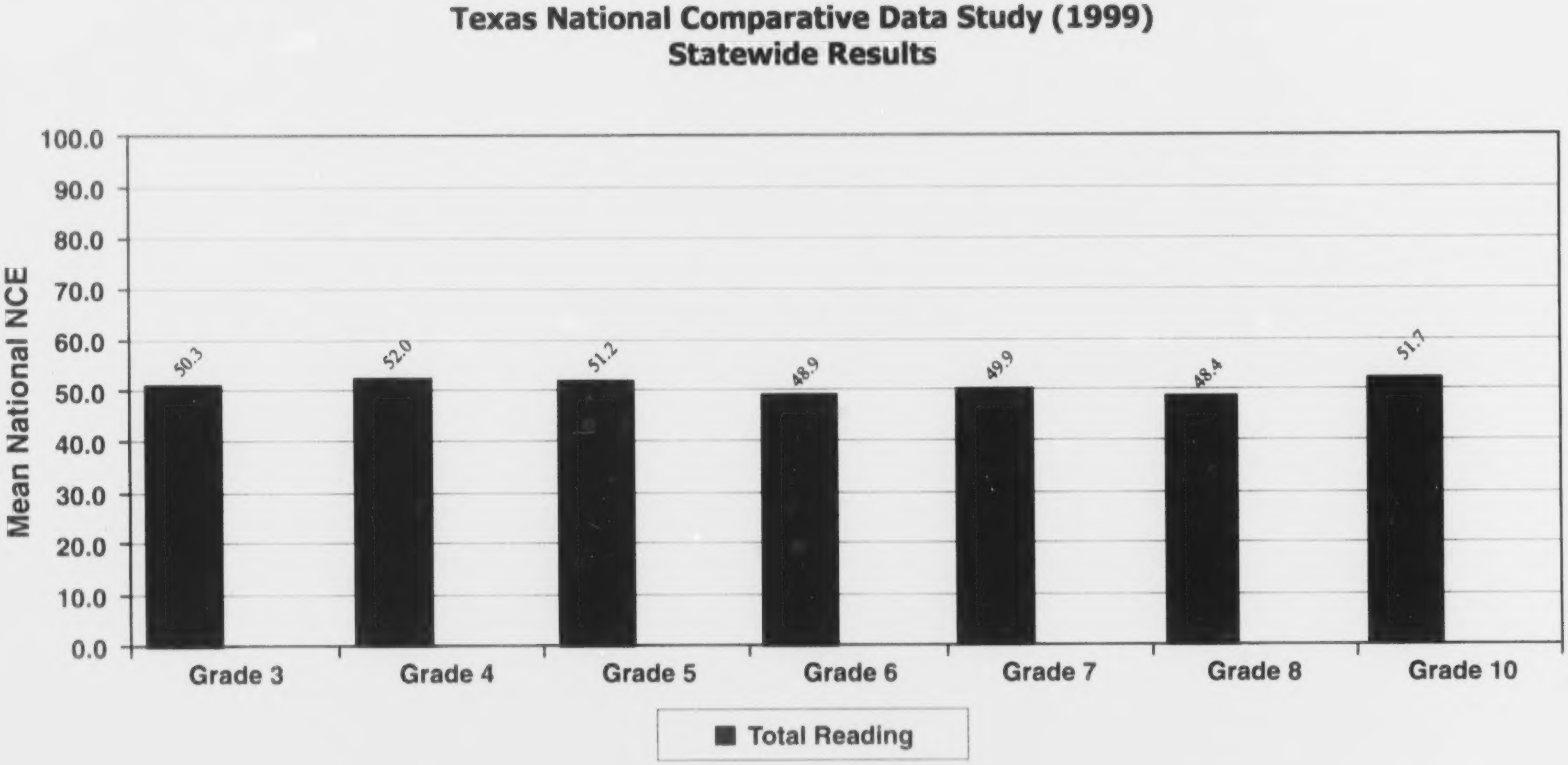
	Grade						
	3	4	5	6	7	8	10
Total Reading							
Mean	50.3	52.0	51.2	48.9	49.9	48.4	51.7
S.D.	18.6	21.2	19.6	24.0	25.1	24.0	24.8
N	12,530	12,730	13,042	11,843	12,293	12,299	11,869
Reliability	0.94	0.95	0.94	0.95	0.94	0.94	0.94
Standard Error of the Mean	0.39	0.45	0.45	0.63	0.65	0.66	0.80
Total Mathematics							
Mean	55.4	59.4	57.1	54.8	55.1	53.4	54.9
S.D.	20.3	19.2	19.9	21.0	22.8	22.5	24.0
N	12,815	12,610	13,001	12,033	12,089	12,398	12,172
Reliability	0.91	0.91	0.92	0.93	0.93	0.93	0.91
Standard Error of the Mean	0.46	0.40	0.46	0.58	0.67	0.64	0.70
Language							
Mean		53.8				50.6	51.6
S.D.		21.0				26.1	24.2
N		12,771				12,371	12,023
Reliability		0.90				0.91	0.90
Standard Error of the Mean		0.41				0.71	0.66
Science							
Mean						52.5	
S.D.						23.8	
N						12,659	
Reliability						0.80	
Standard Error of the Mean						0.52	
Social Studies							
Mean						50.5	
S.D.						21.5	
N						12,785	
Reliability						0.80	
Standard Error of the Mean						0.50	

Table 3



Texas National Comparative Data Study (1999)
Statewide Results

Figure 1



Texas National Comparative Data Study (1999)
Statewide Results
Mean National NCE
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
50.3
52.0
51.2
48.9
49.9
48.4
51.7
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 10
■ Total Reading

Figure 2

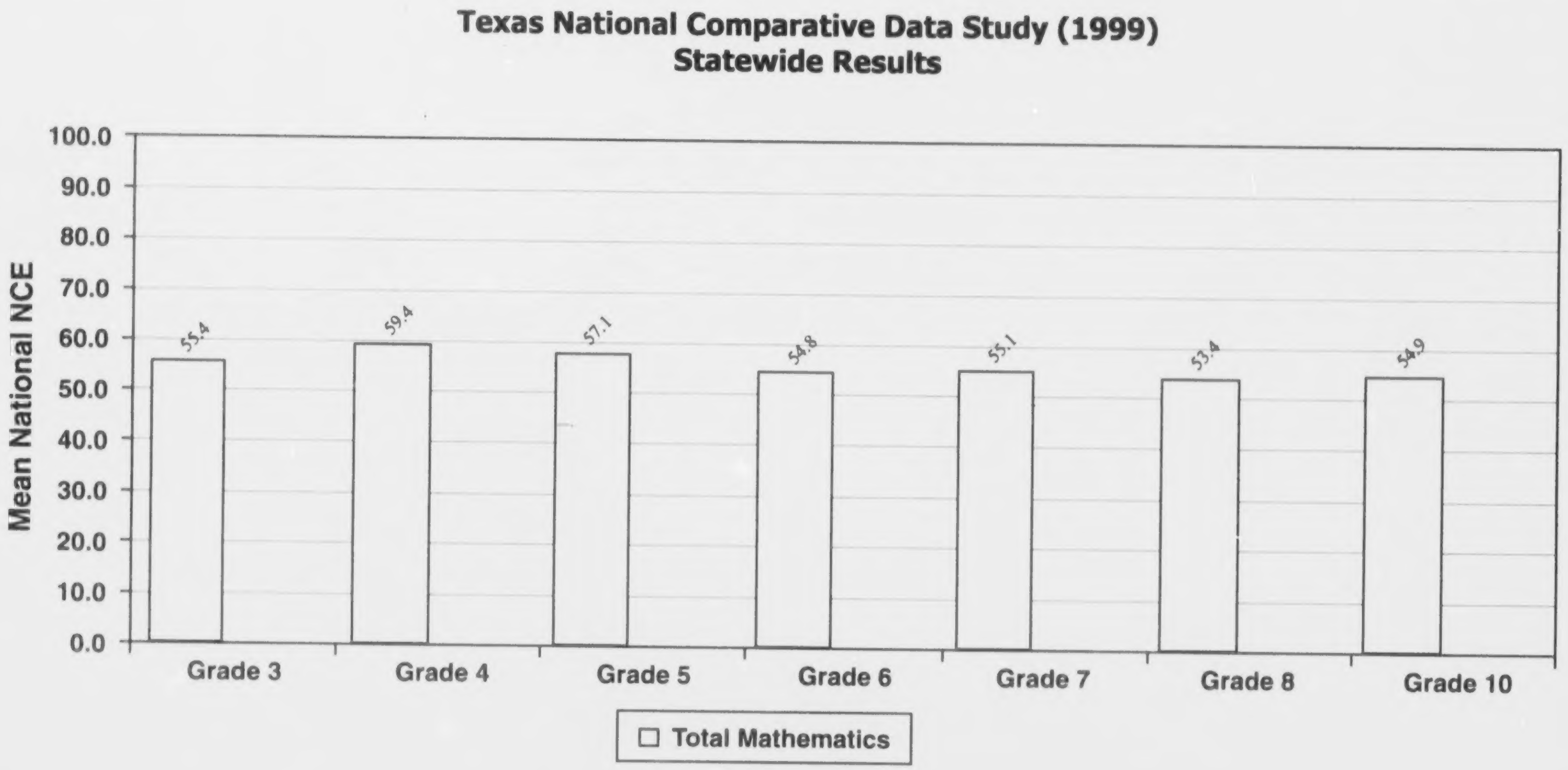

Texas National Comparative Data Study (1999)
Statewide Results

Figure 3

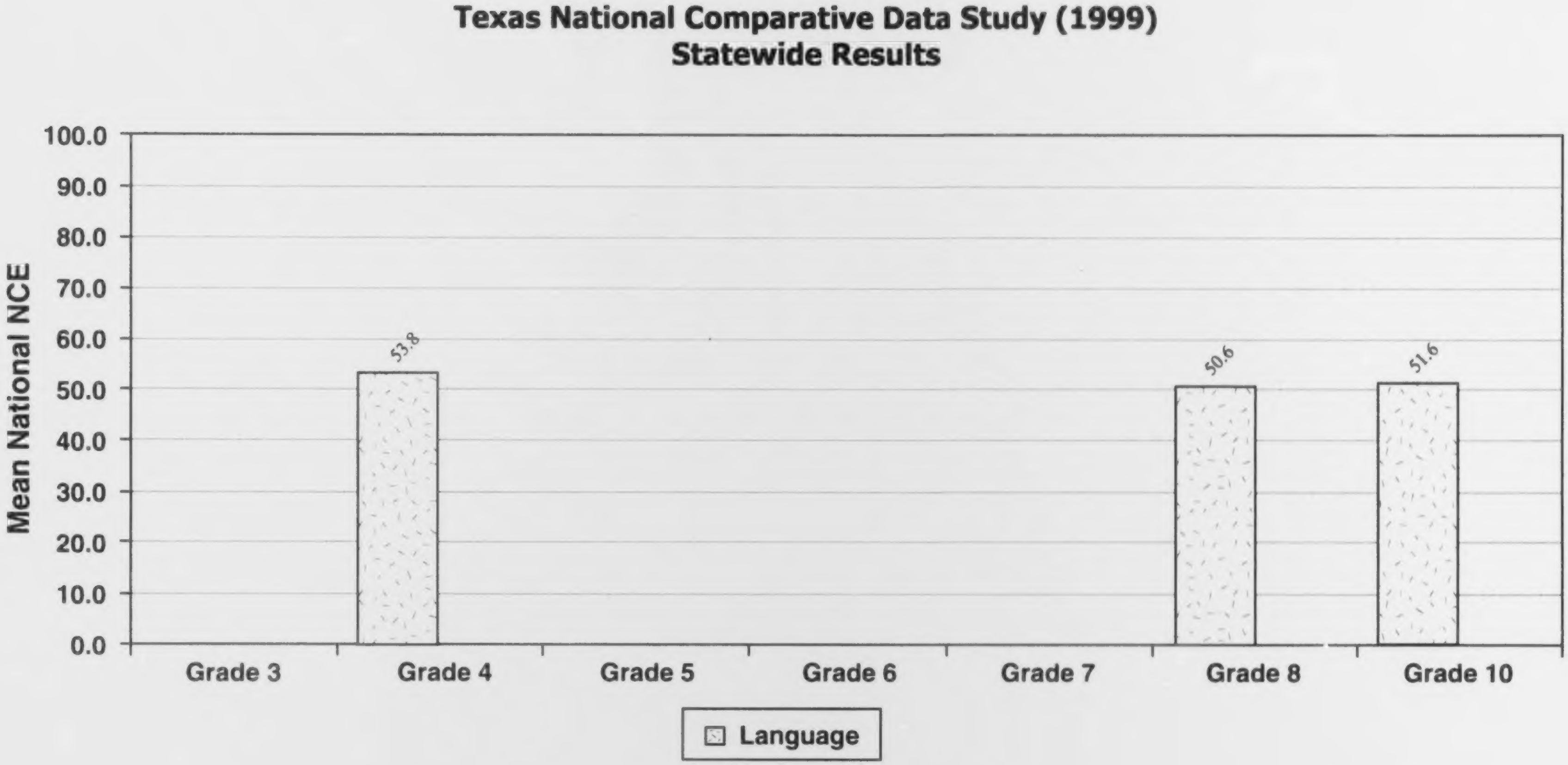

Texas National Comparative Data Study (1999)
Statewide Results
Mean National NCE
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
53.8
50.6
51.6
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 10
Language

Figure 4

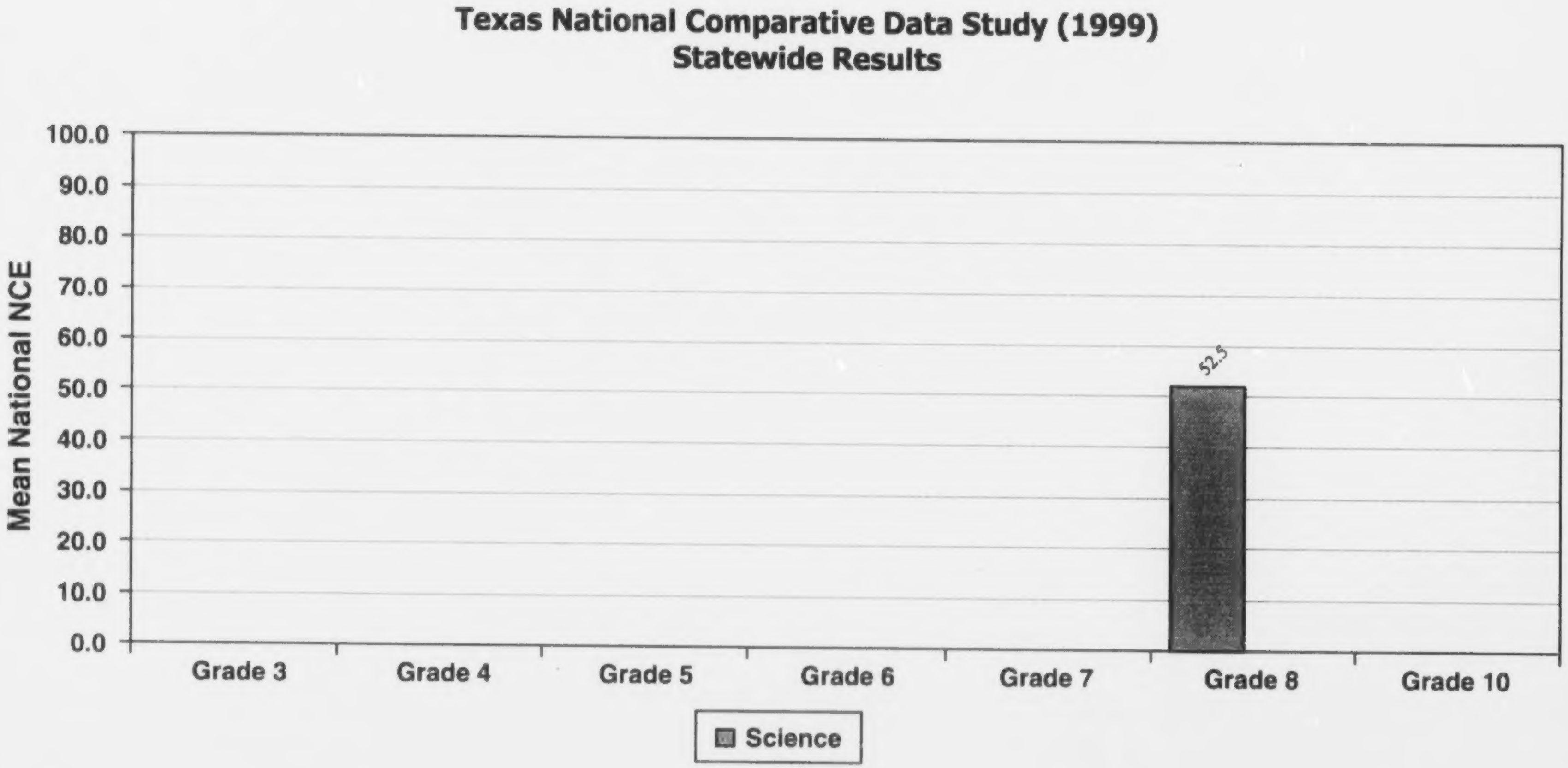

Texas National Comparative Data Study (1999)
Statewide Results
Mean National NCE
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
52.5
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 10
▨ Science

Figure 5

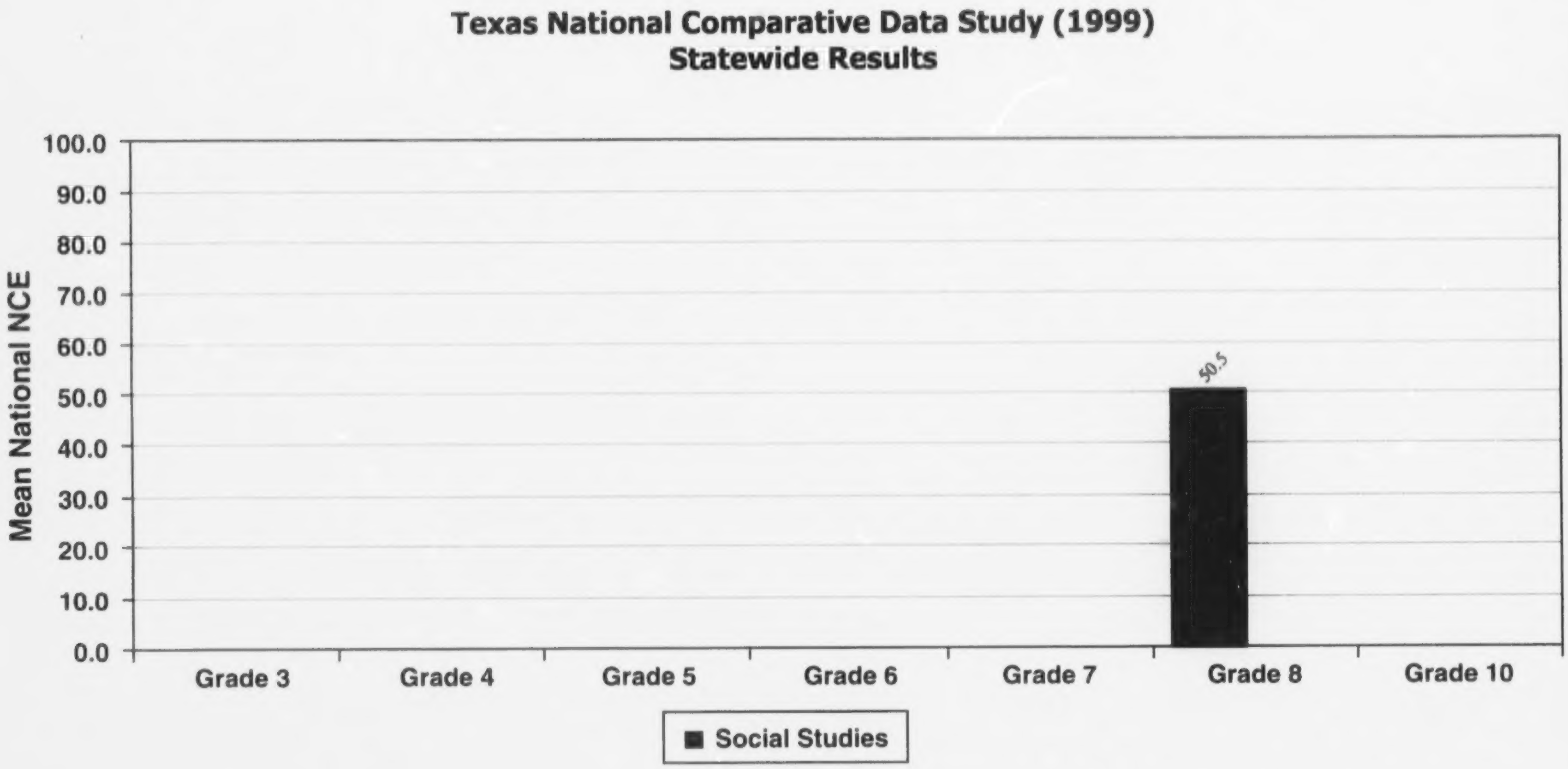

Texas National Comparative Data Study (1999)
Statewide Results
Mean National NCE
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
50.5
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 10
■ Social Studies

Figure 6

Longitudinal Results

The final section provides a longitudinal analysis incorporating the results of the 1993 statewide Norm-referenced Assessment Program for Texas (NAPT) results, the 1994 voluntary use of the NAPT, the 1995 and 1996 MAT-7 results, and the 1999 MAT-7 results. Please note that due to differences between the NAPT and MAT-7, as well as differences in the grades sampled, not all comparisons can be made. For these analyses, MAT-7 subject areas were paired with NAPT subject areas in the following manner:

MAT-7	NAPT
Total Reading	Reading Comprehension
Total Mathematics	Mathematics Total
Language	Written Expression
Science	Science
Social Studies	Social Studies

Note that there is not an associated mathematics total score for NAPT at grade 10 since the NAPT at this grade was not configured to report a total mathematics score.

Table 4 shows mean National NCEs for each year within each content area. Figures 7 through 11 provide a graphic representation of the mean national NCE for each content area at each grade. Comparisons of changes in specific values across the years should be made with caution, however, for the following reasons: (1) the national norm sample for the 1995 and 1996 MAT-7 was different than the national norm sample for the 1999 MAT-7, and both national norm samples were different than the national norm sample for the 1993 and 1994 NAPT, and (2) the differences in the test items comprising each content area. Thus, longitudinal comparisons should only be used to identify general trends.

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Texas National Comparative Data Study (1999)
Longitudinal Results
Mean National NCE

	Grade						
	3	4	5	6	7	8	10
MAT-7: Total Reading NAPT: Reading Comprehension							
MAT-7 1999	50.3	52.0	51.2	48.9	49.9	48.4	51.7
MAT-7 1996	49.9	49.3	50.2	48.2	47.7	47.2	44.5
MAT-7 1995	48.9	47.2	48.4	47.3	48.4	46.3	43.1
NAPT 1994	50.6	51.8	49.7	50.2	49.9	49.9	47.7
NAPT 1993	50.4	51.8	49.7	49.7	49.7	48.4	48.4
MAT-7: Total Mathematics NAPT: Mathematics Total							
MAT-7 1999	55.4	59.4	57.1	54.8	55.1	53.4	54.9
MAT-7 1996	54.7	56.5	57.1	54.2	53.3	50.1	47.4
MAT-7 1995	58.0	58.9	58.2	53.3	51.9	52.1	51.3
NAPT 1994	55.9	54.7	52.6	50.9	49.3	50.2	
NAPT 1993	55.0	54.4	51.0	50.0	49.1	49.2	
MAT-7 Language NAPT: Written Expression							
MAT-7 1999		53.8				50.6	51.6
MAT-7 1996		55.8				54.1	48.9
MAT-7 1995		54.9				52.0	47.9
NAPT 1994	49.7	54.4	52.3	53.4	53.5	52.3	50.9
NAPT 1993	50.6	54.6	51.7	52.9	53.2	51.5	51.9
MAT-7 Science NAPT: Science							
MAT-7 1999						52.5	
MAT-7 1996						50.7	
MAT-7 1995						52.8	
NAPT 1994	52.4	51.3	52.9	52.0	51.5	51.3	52.8
NAPT 1993	50.9	51.4	51.5	50.4	49.3	48.5	50.0
MAT-7 Social Studies NAPT: Social Studies							
MAT-7 1999						50.5	
MAT-7 1996						51.7	
MAT-7 1995						50.9	
NAPT 1994	53.7	50.8	49.4	52.3	51.4	51.9	53.2
NAPT 1993	52.1	51.1	49.4	50.7	49.3	49.4	50.2

Table 4

Texas National Comparative Data Study (1999)
Longitudinal Results
Total Reading

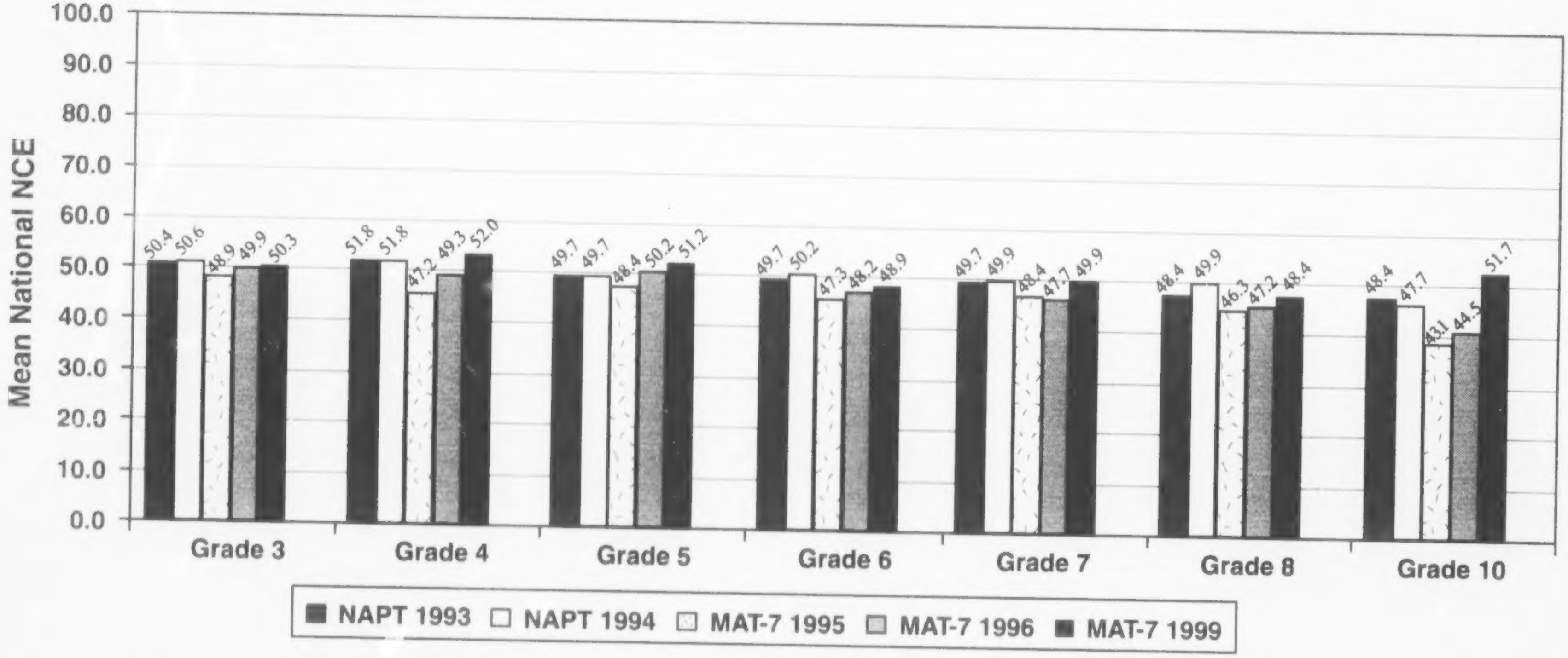

Figure 7

Texas National Comparative Data Study (1999)
Longitudinal Results
Total Mathematics

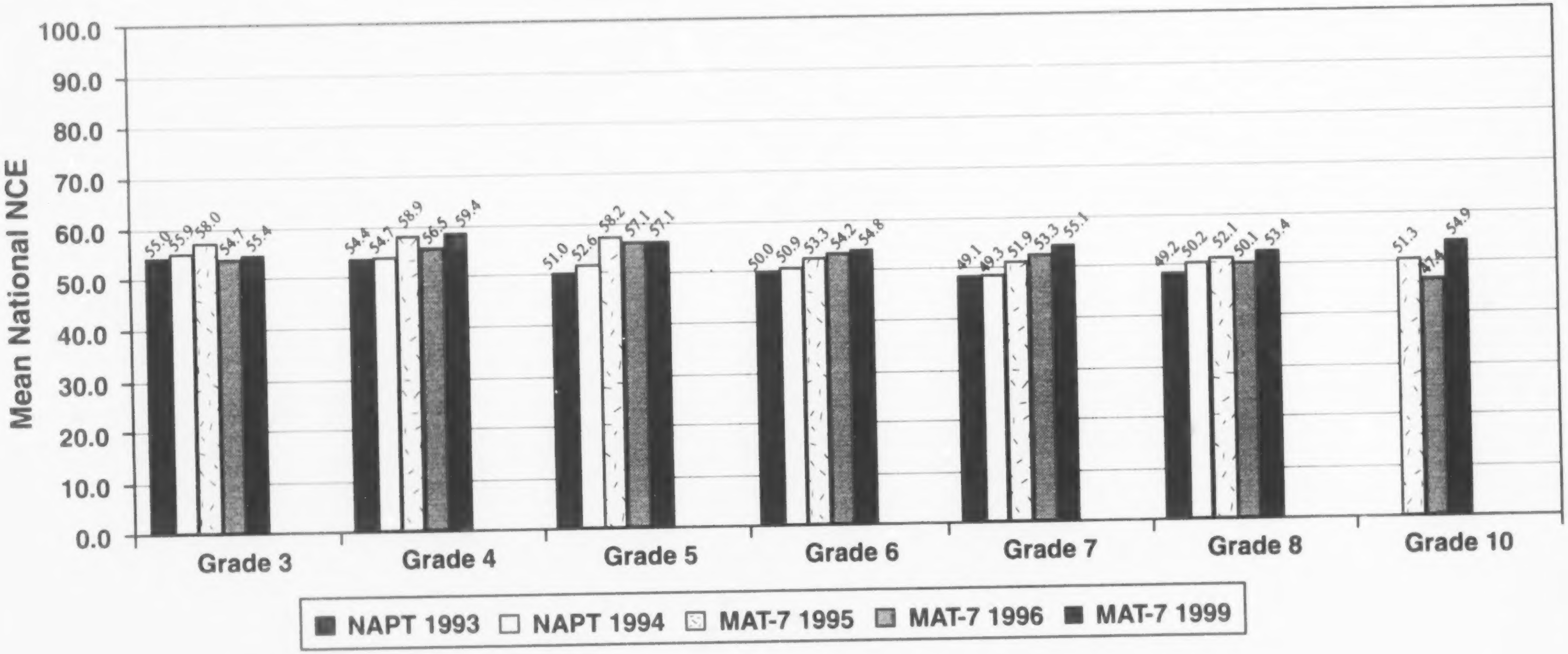

Figure 8

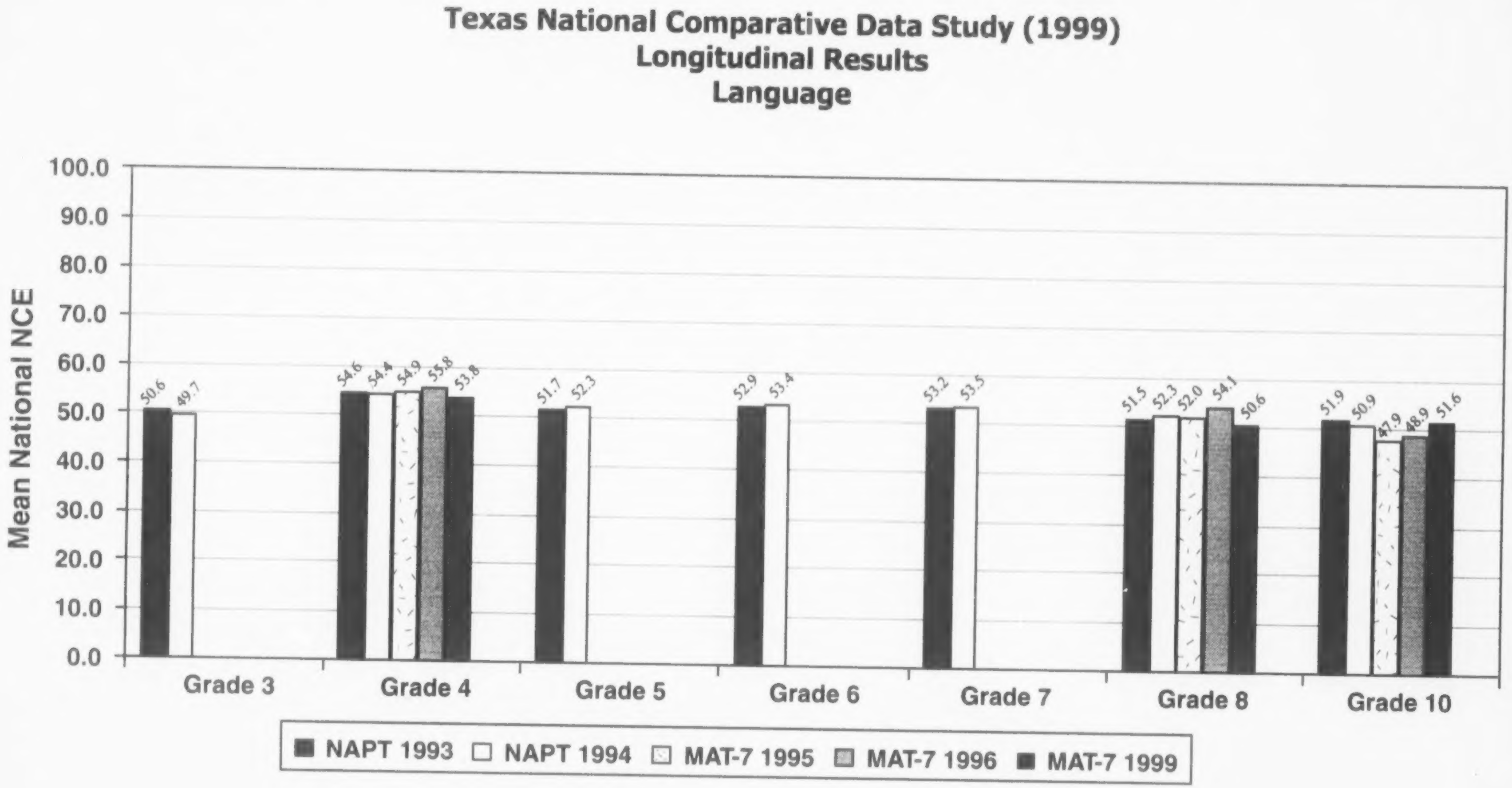
Texas National Comparative Data Study (1999)
Longitudinal Results
Language
Mean National NCE
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
50.6
49.7
54.6
54.4
54.9
55.8
53.8
51.7
52.3
52.9
53.4
53.2
53.5
51.5
52.3
52.0
54.1
50.6
51.9
50.9
47.9
48.9
51.6
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 10
NAPT 1993
NAPT 1994
MAT-7 1995
MAT-7 1996
MAT-7 1999

Figure 9

Texas National Comparative Data Study (1999)
Longitudinal Results
Science

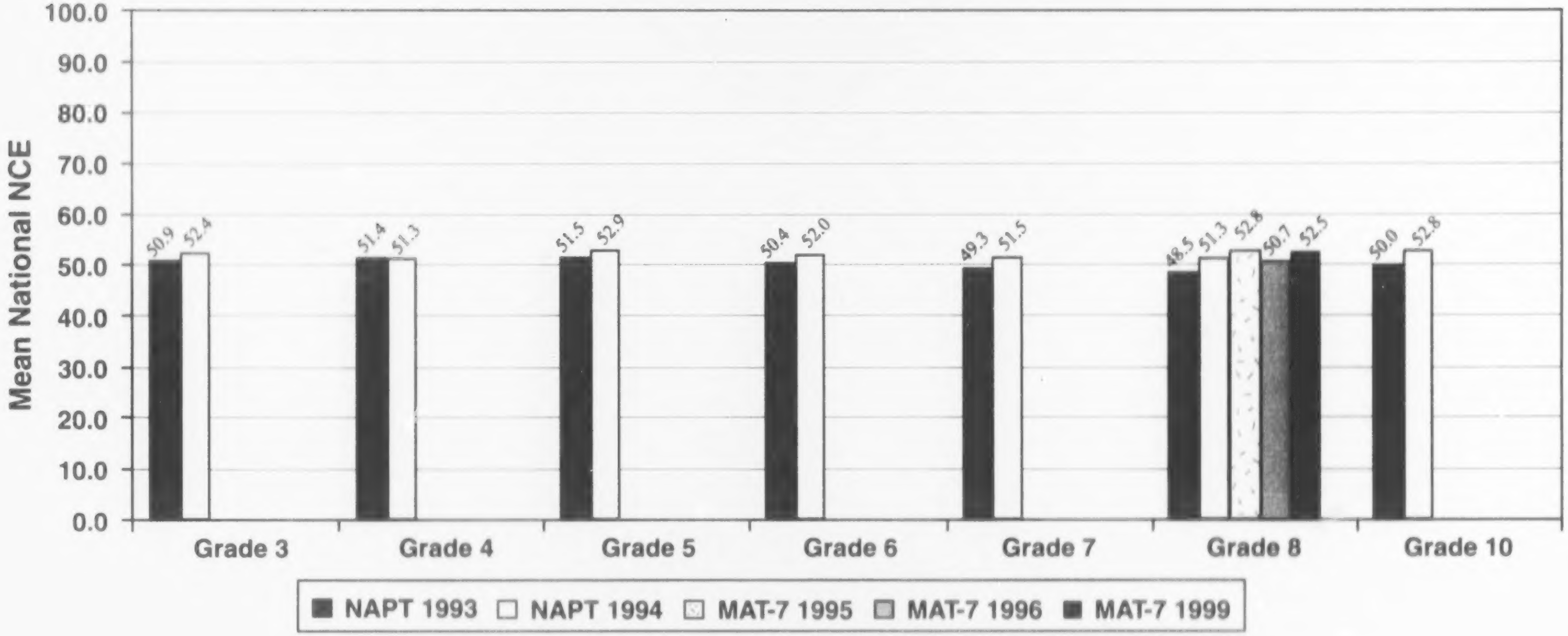

Figure 10

Texas National Comparative Data Study (1999)
Longitudinal Results
Social Studies

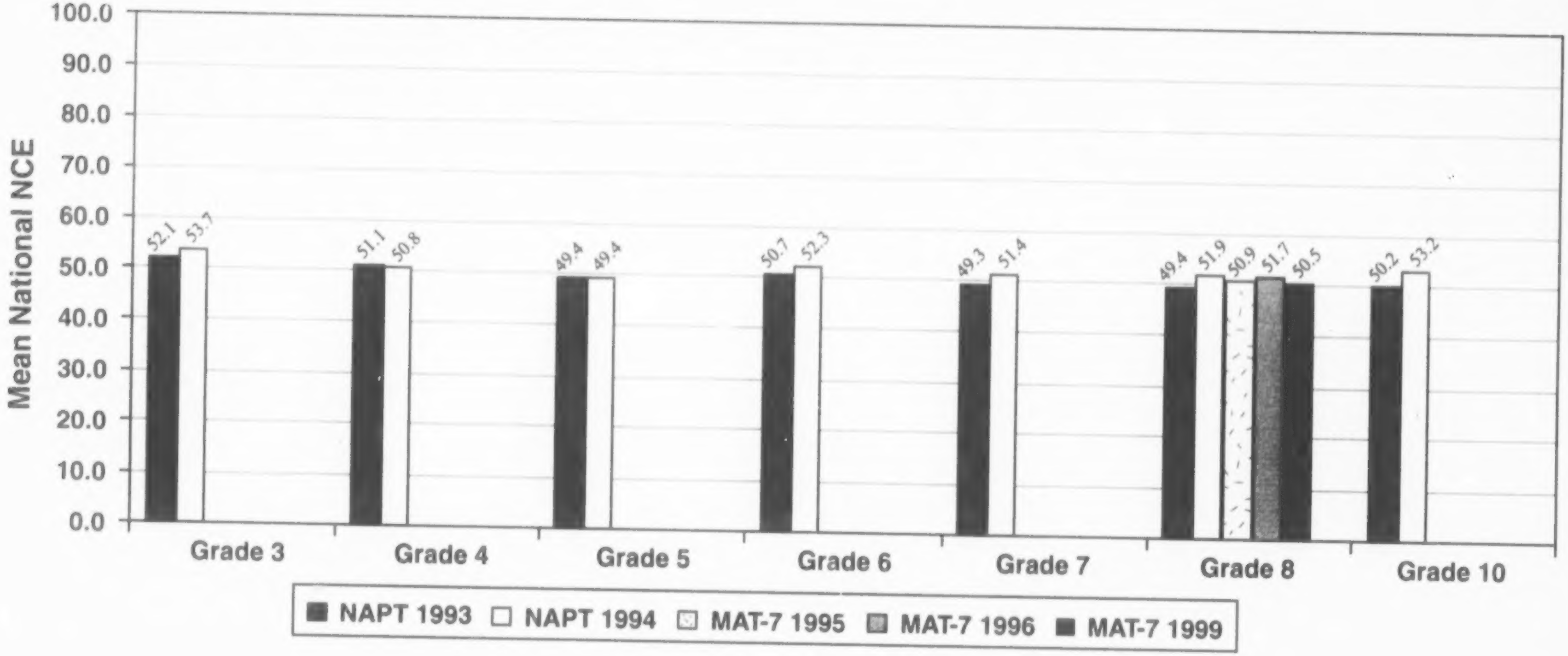

Figure 11

APPENDICES

APPENDIX A

1998-1999 TAAS Instructional Objectives

Grades 3 through 8 and Exit Level

Language Arts

Domain: Reading Comprehension

1: The student will determine the meaning of words in a variety of written texts.

2: The student will identify supporting ideas in a variety of written texts.

3: The student will summarize a variety of written texts.

4: The student will perceive relationships and recognize outcomes in a variety of written texts.

5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

6: The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

Domain: Written Communication

1: The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.

2: The student will organize ideas in a written composition on a given topic.

3: The student will demonstrate control of the English language in a written composition on a given topic.

4: The student will generate a written composition that develops/supports/elaborates the central idea stated in a given topic.

5: The student will recognize appropriate sentence construction within the context of a written passage.

6: The student will recognize appropriate English usage within the context of a written passage.

7: The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.

Mathematics

Domain: Concepts

1: The student will demonstrate an understanding of number concepts.

2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

3: The student will demonstrate an understanding of geometric properties and relationships.

4: The student will demonstrate an understanding of measurement concepts using metric and customary units.

5: The student will demonstrate an understanding of probability and statistics.

Domain: Operations

6: The student will use the operation of addition to solve problems.

7: The student will use the operation of subtraction to solve problems.

8: The student will use the operation of multiplication to solve problems.

9: The student will use the operation of division to solve problems.

Mathematics (continued)

Domain: Problem Solving

10: The student will estimate solutions to a problem situation.

11: The student will determine solution strategies and will analyze or solve problems.

12: The student will express or solve problems using mathematical representation.

13: The student will evaluate the reasonableness of a solution to a problem situation.

Grade 8

Science

Domain: Integrating Concepts with Process Skills

1: The student will demonstrate the ability to conduct scientific inquiry, draw inferences from data, and communicate results.

2: The student will demonstrate the ability to use critical thinking and scientific problem solving to make informed decisions.

Domain: Understanding Concepts

3: The student will demonstrate an understanding of interdependency among living systems and the mechanisms of genetic change.

4: The student will demonstrate an understanding of the characteristics of the universe and of the properties of matter and energy.

5: The student will demonstrate an understanding of the cycles that exist in Earth systems and how those systems are affected by natural events and human activities.

Social Studies

Domain: Understanding Social Studies Concepts and Information

1: The student will demonstrate an understanding of civic values and the rights and responsibilities of American citizenship.

2: The student will demonstrate an understanding of economic influences on the historical development of the United States

3: The student will demonstrate an understanding of political influences on the historical development of the United States.

4: The student will demonstrate an understanding of geographic influences on the historical development of the United States.

5: The student will demonstrate an understanding of historical concepts and information.

6: The student will demonstrate an understanding of sociological and cultural influences on the historical development of the United States.

Domain: Evaluating Social Studies Concepts and Information

7: The student will demonstrate the ability to interpret social studies data.

8: The student will demonstrate the ability to use critical-thinking skills to analyze social studies information.

Spanish Grades 3 through 6

Lectura

Área: Comprehensión de lectura

1: El estudiante determinará el significado de palabras en una variedad de textos escritos.
2: El estudiante identificará ideas complementarias en una variedad de textos escritos.
3: El estudiante resumirá una variedad de textos escritos.
4: El estudiante percibirá relaciones y reconocerá resultados en una variedad de textos escritos.
5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.
6: El estudiante reconocerá puntos de vista, propaganda, hechos y opiniones en una variedad de textos escritos.

Escritura

Área: Comunicación escrita

1: El estudiante responderá apropiadamente a través de una composición al propósito/público indicado.
2: El estudiante organizará sus ideas respecto a un tema determinado a través de una composición.
3: El estudiante demostrará su dominio del idioma español a través de una composición sobre un tema determinado.
4: El estudiante redactará una composición que desarrolle/complemente/elabore la idea principal de un tema determinado.
5: El estudiante reconocerá la estructura apropiada de oraciones en el contexto de un pasaje escrito.
6: El estudiante reconocerá el uso apropiado del idioma español en el contexto de un pasaje escrito.
7: El estudiante identificará el uso correcto de la ortografía, las mayúsculas y puntuación en el contexto de un pasaje escrito.

Matemáticas

Área: Conceptos

1: El estudiante demostrará comprensión de conceptos numéricos.
2: El estudiante demostrará comprensión de relaciones matemáticas, funciones y otros conceptos algebraicos.
3: El estudiante demostrará comprensión de propiedades y relaciones geométricas.
4: El estudiante demostrará comprensión de conceptos de medición usando unidades métricas y usuales.
5: El estudiante demostrará comprensión de probabilidad y estadística.

Área: Operaciones

6: El estudiante usará la operación de la suma para resolver problemas.
7: El estudiante usará la operación de la resta para resolver problemas.
8: El estudiante usará la operación de la multiplicación para resolver problemas.
9: El estudiante usará la operación de la división para resolver problemas.

Área: Resolución de problemas

10: El estudiante estimará soluciones para una situación dada.
11: El estudiante determinará estrategias de solución y analizará o resolverá problemas.
12: El estudiante expresará o resolverá problemas usando representaciones matemáticas.
13: El estudiante evaluará lo razonable de una solución para resolver un problema.

End-of-Course Tests
Instructional Objectives

Algebra I

Domain: Graphing

1: The student will demonstrate an understanding of the characteristics of graphing in problems involving real-world and mathematical situations.

2: The student will graph problems involving real-world and mathematical situations.

3: The student will write linear functions (equations of lines) to model problems involving real-world and mathematical situations.

Domain: Equations and Inequalities

4: The student will formulate or solve linear equations/inequalities and systems of linear equations that describe real-world and mathematical situations.

5: The student will formulate or solve quadratic equations that describe real-world and mathematical situations.

6: The student will perform operations on and factor polynomials that describe real-world and mathematical situations.

Domain: Problem Solving

7: The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving exponents, quadratic situations, or right triangles.

8: The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving one-variable or two-variable situations.

9: The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving probability, ratio and proportion, or graphical and tabular data.

Biology

Domain: Understanding Concepts

1: The student will demonstrate an understanding of concepts in heredity and biological change over time.

2: The student will demonstrate an understanding of structures and functions in organisms found in living systems.

3: The student will demonstrate an understanding of patterns and processes in living systems.

4: The student will demonstrate an understanding of concepts in ecology.

Domain: Integrating Concepts with Process Skills

5: The student will demonstrate the ability to design and conduct biological experiments and activities.

6: The student will demonstrate the use of skills in acquiring and organizing data.

7: The student will demonstrate the ability to interpret and communicate scientific data and/or information.

8: The student will demonstrate skills in drawing logical inferences, predicting outcomes, and forming generalized statements.

9: The student will demonstrate an understanding of the application of science in daily life.

English II

Domain: Reading

1: The student will demonstrate a basic understanding of culturally diverse written texts.

2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts.

Domain: Writing

4: The student will, within a given context, produce an effective composition for a specific purpose.

5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

U.S. History

Domain: Application and Evaluation of Concepts and Information in United States History

1: The student will demonstrate an understanding of the impact of domestic and foreign affairs on the historical development of the United States.

2: The student will demonstrate an understanding of geographic influences on the historical development of the United States.

3: The student will demonstrate an understanding of economic influences on the historical development of the United States.

4: The student will demonstrate an understanding of social and cultural influences on the historical development of the United States.

5: The student will demonstrate an understanding of political influences on the historical development of the United States.

6: The student will demonstrate the ability to use critical-thinking skills to organize and interpret social studies information.

7: The student will demonstrate the ability to apply problem-solving and decision-making skills in a social studies context.

APPENDIX B

Release of Tests

Every August all TAAS and end-of-course tests administered during the previous school year are released in order to disclose test items to the public and to provide released tests to districts for use in formative student evaluation. Field-test items embedded in each of the tests are not released; students are not scored on field-test items, which can remain secure for a period of five years for possible use on future forms of the tests.

Differences across the state in the academic-year calendar necessitate the use of a spring "alternate" form of the TAAS tests by year-round-education campuses. Therefore, the 1999 release includes primary and alternate forms. Districts received the following released tests in August 1999:

TAAS RELEASED TESTS

Grade 3	
Spring 1999 Reading and Mathematics	
Spring 1999 Reading and Mathematics	Alternate form
Spring 1999 Reading and Mathematics	Spanish
Grade 4	
Spring 1999 Reading, Mathematics, and Writing	
Spring 1999 Reading, Mathematics, and Writing	Alternate form
Spring 1999 Reading, Mathematics, and Writing	Spanish
Grade 5	
Spring 1999 Reading and Mathematics	
Spring 1999 Reading and Mathematics	Alternate form
Spring 1999 Reading and Mathematics	Spanish
Grade 6	
Spring 1999 Reading and Mathematics	
Spring 1999 Reading and Mathematics	Alternate form
Spring 1999 Reading and Mathematics	Spanish
Grade 7	
Spring 1999 Reading and Mathematics	
Spring 1999 Reading and Mathematics	Alternate form
Grade 8	
Spring 1999 Reading, Mathematics, Writing, Science, and Social Studies	
Spring 1999 Reading, Mathematics, Writing, Science, and Social Studies	Alternate form

TAAS RELEASED TESTS (CONTINUED)

Exit Level

Fall 1998 Reading, Mathematics, and Writing	
Spring 1999 Reading, Mathematics, and Writing	
Spring 1999 Reading, Mathematics, and Writing	Alternate form
April 1999 Reading, Mathematics, and Writing	(Senior Retest)
Summer 1999 Reading, Mathematics, and Writing	

End-of-Course Released Tests

Fall 1998 Algebra I
Fall 1998 Biology
Fall 1998 English II
Fall 1998 U.S. History
Spring 1999 Algebra I
Spring 1999 Biology
Spring 1999 English II
Spring 1999 U.S. History
Summer 1999 Algebra I
Summer 1999 Biology
Summer 1999 English II
Summer 1999 U.S. History

Released materials include test booklets, answer keys, and written composition scoring guides. The scoring guides contain the criteria used in the scoring of written compositions as well as samples of scored student responses with explanatory notes. Each school superintendent, as well as each regional education service center, was provided with multiple copies of the released test materials. Districts and individuals also have the opportunity to purchase additional copies of the released tests, which are copyrighted by the Texas Education Agency.

In addition, districts were provided with group item analysis reports, which indicate the percentage of students at the campus or district level who selected each answer option. Districts were also provided with an individual item analysis report for each Grade 8 student. The report indicates which answer options the student selected. Because performance on the Grade 8 TAAS is a strong indicator of performance on the exit level test, providing individual item analysis reports for every Grade 8 student will furnish districts with timely data to facilitate instructional assistance to students prior to their taking the exit level test. Group and individual item analysis reports can be powerful tools for identification of student and/or programmatic strengths and weaknesses.

APPENDIX C

Texas Learning Index

The Texas Learning Index (TLI) is a score provided for the TAAS reading and mathematics tests. The TLI allows for a comparison of scores with the minimum expectations standard and allows for comparisons both across years and across grades within a subject area. The left-most digit of the TLI represents the grade at which the student was tested, and the digits on the right represent the score. For example, a TLI of 3-78 indicates that a third grader has scored a 78. At exit level the grade is represented by an "X."

The minimum expectations score of 70 represents the same amount of achievement at each grade tested and at each administration. Thus, the TLI score can be used to assess learning progress within a subject area across grades and to help determine whether a student is in line to meet the TAAS exit level standard if current learning progress continues. "Typical progress" is defined as a TLI difference of zero between grades. For example, if a student's Grade 4 TLI mathematics score was 4-70 and the student's Grade 5 TLI is 5-70, that student has demonstrated one year's typical learning progress and his or her performance is in about the same position now, relative to fifth graders, as the student's performance was then, relative to fourth graders. With such a system, all students, regardless of where they are on the scale, will be able to demonstrate progress toward ultimately passing the exit level test. The following are additional examples of comparative TLI scores and their interpretations.

Student A

Grade 3 TLI: 3-40
Grade 4 TLI: 4-45

The student has exceeded typical growth, but has not yet met minimum expectations and must continue to make exceptional progress in order to be ready to attain the passing standard at exit level.

Student B

Grade 5 TLI: 5-80
Grade 6 TLI: 6-80

The student has surpassed the standard of 70 needed to be in line for success on the exit level examination and has demonstrated one year's typical learning progress.

Student C

Grade 7 TLI: 7-62
Grade 8 TLI: 8-75

The student has shown more improvement than is typical during one year and has met minimum expectations on the Grade 8 test. The student should be in line to meet minimum expectations on the exit level test if current academic progress continues.

Texas Percentile Rank

The Texas Percentile Rank (PR) is provided for the TAAS reading and mathematics tests. The PR relates the percentage of students scoring at or below a given score point. It can be used to compare individual student performance across content areas, to assess student achievement over time, or to determine how a student's score compares to the scores of other students in the state. It is important to note that the Texas Percentile Ranks provided for the TAAS tests in reading and mathematics relate student performance to statewide performance and do not allow a direct comparison to national performance.

Normal Curve Equivalent

The Normal Curve Equivalent (NCE) is provided for the TAAS reading and mathematics tests. The NCE relates a student's Texas Percentile Rank to the normal (bell-shaped) curve. The NCE can be used to assess achievement progress over time and is commonly used in program evaluation. It is important to note that the type of NCE provided with the TAAS tests will relate student performance to statewide performance and does not allow a direct comparison to national performance.

Further information on the TLI, the PR, and the NCE can be found in the *Texas Student Assessment Program Technical Digest*.

APPENDIX D

The following TAAS Summary Reports include data for all students not in special education in Grades 3 through 8 (English TAAS), Grades 3 through 6 (Spanish TAAS), and Grades 10 through 12 for the spring 1999 administration. Also included are Summary Reports providing data on students not in special education who took the Algebra I, Biology, English II, and U.S. History end-of-course tests in spring 1999.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 03
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	214502	92
2. Supporting Ideas	202081	87
3. Summarization	189421	81
4. Relationships and Outcomes	196626	84
5. Inferences and Generalizations	214782	92
6. Point of View, Propaganda, and Fact and Opinion	191523	82

Number Tested: 232984	Met Minimum Expectations	205380	88
Texas Learning Index (TLI): 3-83.9	Mastered All Objectives	149942	64

	Mastering Number	Mastering Percent
MATHEMATICS		
Concepts		
1. Number Concepts	215002	92
2. Algebraic/Mathematical Relations and Functions	217919	93
3. Geometric Properties and Relationships	219206	94
4. Measurement Concepts	200025	85
5. Probability and Statistics	222980	95
Operations		
6. Use of Addition to Solve Problems	215556	92
7. Use of Subtraction to Solve Problems	194905	83
8/9. Use of Multiplication/Division to Solve Problems	187910	80
Problem Solving		
10/13. Problem Solving: Estimation/Reasonableness	161424	69
11. Problem Solving Using Solution Strategies	192913	82
12. Problem Solving Using Mathematical Representation	185387	79

Number Tested: 234160	Met Minimum Expectations	195367	83
Texas Learning Index (TLI): 3-78.3	Mastered All Objectives	98402	42

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	247507	100
Students Absent From All Tests	1011	0
Students Exempt From All Tests: LEP	10264	4
Other Students Not Tested	294	0
Number of Students Tested	235938	95

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	187105	79
Did Not Meet Minimum Expectations On:		
One Test Only	31269	13
Both Tests	17564	7

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Students Not In Special Ed.	79	232984	88	[illegible]	68	234160	83	3-78.3	73
Male	79	112394	86	[illegible]	65	113149	84	3-78.8	75
Female	80	120256	90	[illegible]	71	120677	83	3-77.8	71
No Information Provided	63	334	77	[illegible]	57	334	67	3-72.1	57
Native American	79	826	87	[illegible]	67	836	83	3-78.0	72
Asian	93	5786	96	[illegible]	78	5828	95	3-83.7	86
African American	60	37129	77	[illegible]	52	37283	66	3-71.0	53
Hispanic	74	76106	85	3-81.6	60	76826	80	3-76.4	67
White	88	112561	94	3-87.1	77	112806	91	3-81.7	81
No Information Provided	60	576	72	3-76.5	49	581	65	3-70.2	53
Economic Disadvantaged: Yes	70	110716	82	[illegible]	57	111645	76	3-74.9	63
No	88	121167	94	[illegible]	77	121411	91	3-81.5	81
No Information Provided	66	1101	78	[illegible]	56	1104	70	3-72.9	60
Title I, Part A: Participants	74	139462	84	[illegible]	62	140367	79	3-76.2	67
Nonparticipants	88	92221	94	[illegible]	77	92484	91	3-81.6	81
No Information Provided	64	1301	76	3-78.3	54	1309	69	3-72.2	58
Migrant: Yes	69	3640	80	3-79.2	53	3717	76	3-75.3	64
No	80	228299	88	3-84.0	68	229397	84	3-78.4	73
No Information Provided	64	1045	76	3-78.5	54	1046	69	3-72.2	58
Limited Eng. Proficient: Yes	72	20602	81	3-79.6	53	21125	78	3-75.8	65
No	80	210710	89	3-84.3	70	211325	84	3-78.6	74
No Information Provided	66	1672	77	3-78.2	52	1712	72	3-73.2	60
Bilingual: Participants	70	11590	79	3-78.8	51	12007	78	3-75.7	65
Nonparticipants	80	220363	89	[illegible]	69	221119	84	3-78.5	74
No Information Provided	64	1031	76	3-78.3	54	1034	69	3-72.0	57
ESL: Participants	74	6027	84	3-80.7	56	6157	80	3-76.0	66
Nonparticipants	80	225917	88	3-84.0	68	226960	84	3-78.4	73
No Information Provided	64	1040	76	3-78.4	54	1043	69	3-72.0	58
Gifted/Talented: Participants	97	22928	99	3-90.9	88	22946	98	3-86.5	91
Nonparticipants	77	209036	87	3-83.1	65	210189	82	3-77.4	70
No Information Provided	64	1020	76	3-78.3	54	1025	69	3-72.1	58
At-Risk: Yes	65	59499	78	3-78.2	50	60345	72	3-73.3	58
No	85	172413	92	3-85.9	74	172737	88	3-80.1	78
No Information Provided	63	1072	75	3-78.3	54	1078	68	3-72.0	57
Special Ed. Status Not Provided	65	1014	76	3-78.5	54	1021	69	3-72.2	58
Oral Administration: Math	47	2955	58	3-69.5	30	3421	63	3-70.1	49

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 04
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1. Word Meaning		181299	78
2. Supporting Ideas		210330	91
3. Summarization		160936	70
4. Relationships and Outcomes		194714	84
5. Inferences and Generalizations		194354	84
6. Point of View, Propaganda, and Fact and Opinion		191600	83
Number Tested: 231100	Met Minimum Expectations	206292	89
Texas Learning Index (TLI): 4-85.3	Mastered All Objectives	124253	54
MATHEMATICS			
Concepts			
1. Number Concepts		221164	95
2. Algebraic/Mathematical Relations and Functions		221060	95
3. Geometric Properties and Relationships		216538	93
4. Measurement Concepts		218493	94
5. Probability and Statistics		208533	90
Operations			
6. Use of Addition to Solve Problems		215022	93
7. Use of Subtraction to Solve Problems		180008	78
8. Use of Multiplication to Solve Problems		181897	78
9. Use of Division to Solve Problems		196126	85
Problem Solving			
10/13. Problem Solving: Estimation/Reasonableness		131393	57
11. Problem Solving Using Solution Strategies		175947	76
12. Problem Solving Using Mathematical Representation		193264	83
Number Tested: 232035	Met Minimum Expectations	204550	88
Texas Learning Index (TLI): 4-80.9	Mastered All Objectives	84155	36
WRITING			
Written Communication			
1-4. Written Composition - Narrative		130106	57

Rating:	0	1	2	3	4
Number:	325	10769	85390	118229	11877
Percent:	0	5	38	52	5

5. Sentence Construction		181841	80
6. English Usage		213604	94
7. Use of Spelling, Capitalization, and Punctuation		165838	73
Number Tested: 226590	Met Minimum Expectations	201751	89
Average Scale Score: 1673	Mastered All Objectives	99392	44

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	248240	100
Students Absent From All Tests	82	0
Students Exempt From All Tests: LEP	8492	3
Other Students Not Tested	1851	1
Number of Students Tested in:		
Reading, Mathematics	233803	94
Reading, Mathematics, Writing	237815	96

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	195413	84
Reading, Mathematics, Writing	188928	79
Did Not Meet Minimum Expectations On:		
One Test Only	28285	12
Two Tests Only	12959	5
All Three Tests	7643	3

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 04
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	79	231100	89	4-85.3	73	232035	88	4-80.9	80	226590	89	1673
Male	78	111521	88	4-84.5	70	112132	88	4-81.0	80	109282	87	1653
Female	81	119482	91	4-86.1	75	119804	88	4-80.9	80	117281	91	1691
No Information Provided	50	97	76	4-78.5	53	99	64	4-73.0	59	27	70	1569
Native American	77	789	89	4-85.1	72	792	87	4-80.2	78	774	88	1672
Asian	92	6193	97	4-89.8	84	6263	97	4-85.5	91	6057	95	1742
African American	64	34852	80	4-79.8	56	34889	75	4-75.4	64	34404	82	1619
Hispanic	74	77175	85	4-82.3	63	77925	86	4-79.6	76	75807	86	1644
White	87	111571	95	4-88.9	82	111629	94	4-83.3	86	109326	93	1707
No Information Provided	56	520	74	4-77.4	51	537	64	4-71.9	56	222	70	1566
Economically Disadvantaged: Yes	70	108434	83	4-81.3	60	109225	82	4-78.3	73	106522	84	1629
No	88	121831	95	4-88.9	82	121953	94	4-83.3	86	119617	93	1712
No Information Provided	61	835	78	4-79.6	57	857	69	4-73.9	62	451	76	1601
Title I, Part A: Participants	74	137245	85	4-82.8	65	138051	85	4-79.4	76	134795	86	1645
Nonparticipants	88	92915	95	4-89.0	82	93020	94	4-83.3	86	91196	94	1714
No Information Provided	59	940	76	4-78.6	54	964	69	4-73.8	62	601	76	1594
Migrant: Yes	70	3720	80	4-79.5	54	3812	85	4-79.2	75	3804	82	1621
No	80	226545	89	4-85.4	73	227367	88	4-81.0	80	222362	89	1674
No Information Provided	58	835	75	4-78.0	53	856	66	4-72.8	59	424	72	1581
Limited English Proficient: Yes	62	17430	73	4-76.6	46	18176	79	4-77.2	69	16785	78	1590
No	81	212876	91	4-86.0	75	213038	89	4-81.3	81	209385	90	1680
No Information Provided	58	794	74	4-77.7	52	821	66	4-72.7	59	420	72	1579
Bilingual: Participants	59	9101	71	4-75.2	43	9582	78	4-76.9	68	8752	75	1577
Nonparticipants	80	221189	90	4-85.7	74	221620	89	4-81.1	81	217418	90	1677
No Information Provided	58	810	74	4-77.7	53	833	67	4-72.9	59	420	71	1579
ESL: Participants	66	5607	77	4-77.8	49	5872	81	4-77.7	71	5284	80	1596
Nonparticipants	80	224683	90	4-85.5	73	225328	88	4-81.0	80	220881	89	1675
No Information Provided	58	810	74	4-77.9	53	835	67	4-73.1	60	425	72	1579
Gifted/Talented: Participants	97	27557	99	4-93.4	92	27594	99	4-87.1	94	27385	98	1798
Nonparticipants	77	202749	88	4-84.2	69	203623	87	4-80.1	78	198876	88	1656
No Information Provided	58	794	74	4-77.7	52	818	66	4-72.6	58	409	72	1579
At-Risk: Yes	58	66299	75	4-76.9	47	67084	74	4-75.2	63	65068	77	1589
No	88	163836	95	4-88.7	81	163961	94	4-83.3	86	160941	94	1707
No Information Provided	59	965	75	4-78.8	56	990	68	4-73.5	61	581	74	1596
Special Ed. Status Not Provided	58	792	75	4-78.1	54	815	67	4-73.1	60	427	72	1583
Oral Administration: Math	39	2759	57	4-70.0	31	3006	66	4-72.4	55	2692	57	1518

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 05
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	138672	59
2. Supporting Ideas	217978	93
3. Summarization	161440	69
4. Relationships and Outcomes	184138	78
5. Inferences and Generalizations	217528	93
6. Point of View, Propaganda, and Fact and Opinion	195511	83
Number Tested: 234913 Texas Learning Index (TLI): 5-85.5		
Met Minimum Expectations	204816	87
Mastered All Objectives	102558	44
MATHEMATICS		
Concepts		
1. Number Concepts	186219	79
2. Algebraic/Mathematical Relations and Functions	226747	96
3. Geometric Properties and Relationships	227650	97
4. Measurement Concepts	218488	93
5. Probability and Statistics	202708	86
Operations		
6. Use of Addition to Solve Problems	208985	89
7. Use of Subtraction to Solve Problems	194172	83
8. Use of Multiplication to Solve Problems	205324	87
9. Use of Division to Solve Problems	215594	92
Problem Solving		
10. Problem Solving Using Estimation	204438	87
11. Problem Solving Using Solution Strategies	165622	70
12. Problem Solving Using Mathematical Representation	198663	84
13. Evaluation of the Reasonableness of a Solution	137197	58
Number Tested: 235149 Texas Learning Index (TLI): 5-83.5		
Met Minimum Expectations	213787	91
Mastered All Objectives	84208	36

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	245869	100
Students Absent From All Tests	879	0
Students Exempt From All Tests: LEP	7569	3
Other Students Not Tested	479	0
Number of Students Tested	236942	96

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	198206	84
Did Not Meet Minimum Expectations On:		
One Test Only	26013	11
Both Tests	12723	5

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Students Not In Special Ed.	84	234913	87	5-85.5	72	235149	91	5-83.5	87
Male	83	113400	86	5-85.1	71	113621	91	5-83.7	87
Female	84	121439	88	5-85.8	73	121448	91	5-83.3	86
No Information Provided	62	74	70	5-78.1	55	80	76	5-77.1	72
Native American	85	663	88	5-85.9	73	670	91	5-83.3	86
Asian	94	6405	95	5-89.8	82	6437	98	5-87.9	95
African American	69	33487	77	5-79.8	57	33490	80	5-78.1	73
Hispanic	77	81024	81	5-81.3	60	81299	89	5-82.1	83
White	92	112935	95	5-89.9	83	112848	96	5-85.9	91
No Information Provided	56	399	64	5-74.9	45	405	69	5-73.7	63
Economic Disadvantaged: Yes	74	109183	79	5-80.5	58	109416	86	5-81.0	80
No	92	124959	94	5-89.8	82	124951	95	5-85.8	91
No Information Provided	67	771	75	5-79.2	56	782	76	5-77.1	72
Title I, Part A: Participants	78	134732	82	5-82.6	64	135030	88	5-82.1	83
Nonparticipants	91	99228	94	5-89.4	82	99156	95	5-85.5	91
No Information Provided	62	953	70	5-76.9	49	963	75	5-76.4	70
Migrant: Yes	67	3914	70	5-76.8	48	3972	86	5-80.7	80
No	84	230318	88	5-85.6	73	230487	91	5-83.6	87
No Information Provided	63	681	71	5-77.6	52	690	74	5-76.1	70
Limited Eng. Proficient: Yes	57	17780	60	5-72.2	36	18131	80	5-78.3	73
No	86	216427	89	5-86.6	75	216303	92	5-84.0	88
No Information Provided	61	706	70	5-77.0	51	715	73	5-75.8	69
Bilingual: Participants	52	9210	55	5-70.1	31	9482	78	5-77.7	71
Nonparticipants	85	224982	89	5-86.1	74	224938	91	5-83.8	87
No Information Provided	63	721	70	5-77.2	51	729	74	5-76.2	70
ESL: Participants	59	6211	63	5-73.2	38	6287	80	5-78.5	74
Nonparticipants	84	227988	88	5-85.8	73	228140	91	5-83.7	87
No Information Provided	63	714	70	5-77.2	51	722	74	5-76.0	69
Gifted/Talented: Participants	98	31290	99	5-94.5	92	31303	99	5-89.5	97
Nonparticipants	81	202948	85	5-84.1	68	203164	90	5-82.6	84
No Information Provided	63	675	71	5-77.8	53	682	73	5-75.9	69
At-Risk: Yes	61	70906	69	5-75.6	44	71194	78	5-77.4	70
No	93	163325	95	5-89.8	82	163265	97	5-86.2	92
No Information Provided	63	682	71	5-77.9	53	690	73	5-76.0	70
Special Ed. Status Not Provided	63	671	71	5-77.7	52	679	73	5-76.0	69
Oral Administration: Math	44	2097	50	5-68.4	29	2248	68	5-73.4	59

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 06
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	188515	77
2. Supporting Ideas	235389	97
3. Summarization	116005	48
4. Relationships and Outcomes	173821	71
5. Inferences and Generalizations	192998	79
6. Point of View, Propaganda, and Fact and Opinion	195926	80
Number Tested: 243752 / Met Minimum Expectations	210076	86
Texas Learning Index (TLI): 6-85.1 / Mastered All Objectives	90199	37
MATHEMATICS		
Concepts		
1. Number Concepts	236508	97
2. Algebraic/Mathematical Relations and Functions	216170	89
3. Geometric Properties and Relationships	202051	83
4. Measurement Concepts	230545	95
5. Probability and Statistics	168722	69
Operations		
6. Use of Addition to Solve Problems	229221	94
7. Use of Subtraction to Solve Problems	206592	85
8. Use of Multiplication to Solve Problems	208025	85
9. Use of Division to Solve Problems	213557	88
Problem Solving		
10. Problem Solving Using Estimation	228164	94
11. Problem Solving Using Solution Strategies	92784	38
12. Problem Solving Using Mathematical Representation	198378	81
13. Evaluation of the Reasonableness of a Solution	187353	77
Number Tested: 243751 / Met Minimum Expectations	215295	88
Texas Learning Index (TLI): 6-82.0 / Mastered All Objectives	64257	26

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	251658	100
Students Absent From All Tests	1336	1
Students Exempt From All Tests: LEP	4340	2
Other Students Not Tested	373	0
Number of Students Tested	245609	98

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	200399	82
Did Not Meet Minimum Expectations On:		
One Test Only	28288	12
Both Tests	16922	7

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Students Not In Special Ed.	82	243752	86	6-85.1	71	243751	88	6-82.0	84
Male	80	118481	84	6-84.0	68	118462	87	6-81.8	84
Female	83	125185	88	6-86.0	74	125201	89	6-82.1	84
No Information Provided	51	86	56	6-73.0	40	88	64	6-73.4	62
Native American	83	701	87	6-85.6	72	702	89	6-82.2	84
Asian	92	6451	93	6-89.5	83	6475	96	6-86.2	93
African American	69	33649	79	6-80.7	58	33673	78	6-77.2	70
Hispanic	73	88627	78	6-80.7	58	88597	83	6-79.5	77
White	91	113915	94	6-89.5	82	113886	95	6-85.1	90
No Information Provided	52	409	63	6-74.2	42	418	60	6-71.4	56
Economic Disadvantaged: Yes	71	110696	78	6-80.3	57	110731	82	6-79.0	75
No	90	132286	93	6-89.1	81	132240	94	6-84.5	89
No Information Provided	63	770	73	6-78.6	54	780	71	6-75.1	66
Title I, Part A: Participants	75	113166	81	6-82.1	63	113179	85	6-80.2	79
Nonparticipants	87	129317	91	6-87.7	78	129294	92	6-83.6	88
No Information Provided	62	1269	72	6-77.9	52	1278	70	6-75.2	67
Migrant: Yes	65	4467	70	6-77.0	48	4465	80	6-78.2	73
No	82	238572	87	6-85.2	72	238562	89	6-82.1	84
No Information Provided	58	713	69	6-76.4	48	724	66	6-73.6	62
Limited Eng. Proficient: Yes	45	20022	52	6-70.1	31	20086	66	6-73.2	58
No	85	223016	89	6-86.4	74	222941	90	6-82.8	86
No Information Provided	58	714	68	6-76.6	48	724	67	6-73.9	63
Bilingual: Participants	50	2962	55	6-71.3	33	2984	72	6-75.3	64
Nonparticipants	82	240058	87	6-85.3	72	240025	89	6-82.1	84
No Information Provided	57	732	68	6-76.5	48	742	67	6-73.9	63
ESL: Participants	42	14233	49	6-68.8	28	14276	63	6-72.1	55
Nonparticipants	84	228787	89	6-86.1	74	228734	90	6-82.6	85
No Information Provided	57	732	68	6-76.6	48	741	67	6-73.8	63
Gifted/Talented: Participants	98	34367	99	6-94.3	92	34339	99	6-88.3	96
Nonparticipants	79	208684	84	6-83.6	66	208701	87	6-81.0	81
No Information Provided	58	701	69	6-76.8	49	711	66	6-73.7	63
At-Risk: Yes	58	75446	67	6-75.4	43	75464	73	6-75.3	64
No	92	167601	95	6-89.4	81	167572	95	6-85.0	90
No Information Provided	60	705	70	6-77.2	50	715	68	6-74.2	64
Special Ed. Status Not Provided	58	692	69	6-76.8	49	702	67	6-73.6	63
Oral Administration: Math	43	1200	52	6-69.9	30	1265	64	6-72.5	55

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 07
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	231599	94
2. Supporting Ideas	227211	92
3. Summarization	166363	67
4. Relationships and Outcomes	213287	86
5. Inferences and Generalizations	190404	77
6. Point of View, Propaganda, and Fact and Opinion	211301	85
Number Tested: 247547 / Met Minimum Expectations	210220	85
Texas Learning Index (TLI): 7-82.8 / Mastered All Objectives	137738	56
MATHEMATICS		
Concepts		
1. Number Concepts	240087	97
2. Algebraic/Mathematical Relations and Functions	225162	91
3. Geometric Properties and Relationships	225955	91
4. Measurement Concepts	194372	79
5. Probability and Statistics	176129	71
Operations		
6. Use of Addition to Solve Problems	219258	89
7. Use of Subtraction to Solve Problems	214590	87
8. Use of Multiplication to Solve Problems	202468	82
9. Use of Division to Solve Problems	203008	82
Problem Solving		
10. Problem Solving Using Estimation	212033	86
11. Problem Solving Using Solution Strategies	198082	80
12. Problem Solving Using Mathematical Representation	85502	35
13. Evaluation of the Reasonableness of a Solution	197494	80
Number Tested: 247323 / Met Minimum Expectations	213502	86
Texas Learning Index (TLI): 7-81.2 / Mastered All Objectives	62900	25

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	257691	100
Students Absent From All Tests	2161	1
Students Exempt From All Tests: LEP	5495	2
Other Students Not Tested	281	0
Number of Students Tested	249754	97

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	198800	80
Did Not Meet Minimum Expectations On:		
One Test Only	30760	12
Both Tests	20194	8

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R M)	READING				MATHEMATICS			
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR
All Students Not In Special Ed.	80	247547	85	7-82.8	64	247323	86	7-81.2	81
Male	77	120476	83	7-81.8	61	120331	85	7-80.8	80
Female	82	126990	87	7-83.9	67	126910	88	7-81.6	81
No Information Provided	62	81	69	7-74.2	41	82	70	7-71.3	54
Native American	80	674	87	7-83.1	64	671	87	7-81.3	80
Asian	92	6676	93	7-87.5	77	6679	96	7-86.9	93
African American	66	33687	76	7-78.0	49	33628	75	7-76.0	66
Hispanic	70	88458	76	7-78.5	51	88410	80	7-78.2	72
White	90	117458	94	7-87.3	76	117339	94	7-84.7	88
No Information Provided	46	594	58	7-70.8	34	596	55	7-68.5	47
Economic Disadvantaged: Yes	68	104900	75	7-78.0	49	104810	79	7-77.6	71
No	88	141578	92	7-86.5	74	141442	92	7-83.9	87
No Information Provided	57	1069	67	7-74.6	43	1071	65	7-72.3	58
Title I, Part A: Participants	71	96968	78	7-79.4	54	96861	81	7-78.7	74
Nonparticipants	85	149159	90	7-85.2	70	149043	90	7-82.9	85
No Information Provided	55	1420	66	7-74.4	43	1419	64	7-72.1	57
Migrant: Yes	61	4636	67	7-74.4	40	4647	76	7-76.5	67
No	80	241927	85	7-83.0	65	241689	87	7-81.3	81
No Information Provided	55	984	66	7-74.0	42	987	64	7-71.6	56
Limited Eng. Proficient: Yes	36	16380	44	7-66.5	24	16407	57	7-69.7	49
No	83	230207	88	7-84.1	67	229954	89	7-82.1	82
No Information Provided	55	960	66	7-74.1	42	962	64	7-71.7	56
Bilingual: Participants	31	231	39	7-65.8	23	232	51	7-67.3	42
Nonparticipants	80	246317	85	7-82.9	64	246092	86	7-81.3	81
No Information Provided	55	999	66	7-74.0	42	999	64	7-71.6	56
ESL: Participants	33	13277	41	7-65.2	21	13295	55	7-68.8	46
Nonparticipants	82	233277	88	7-83.9	67	233035	88	7-82.0	82
No Information Provided	55	993	66	7-73.9	42	993	63	7-71.6	56
Gifted/Talented: Participants	98	36330	98	7-91.7	87	36320	99	7-88.7	95
Nonparticipants	77	210246	83	7-81.4	59	210030	84	7-79.9	77
No Information Provided	55	971	66	7-73.9	42	973	63	7-71.5	55
At-Risk: Yes	53	75052	64	7-73.3	37	74920	68	7-73.2	57
No	91	171509	94	7-87.1	75	171413	95	7-84.8	88
No Information Provided	55	986	66	7-74.1	42	990	64	7-71.7	56
Career/Tech. Ed.: Participants	80	35703	85	7-82.7	63	35646	87	7-81.2	80
Nonparticipants	80	210045	85	7-82.9	64	209879	86	7-81.3	81
No Information Provided	57	1799	67	7-74.9	44	1798	66	7-72.6	58
Special Ed. Status Not Provided	55	972	66	7-74.0	42	969	63	7-71.5	55
Oral Administration: Math	42	641	51	7-68.9	28	670	63	7-71.0	51

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 08
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1. Word Meaning		204161	83
2. Supporting Ideas		187554	76
3. Summarization		182168	74
4. Relationships and Outcomes		220372	90
5. Inferences and Generalizations		202432	82
6. Point of View, Propaganda, and Fact and Opinion		192294	78
Number Tested: **246102**	Met Minimum Expectations	219837	89
Texas Learning Index (TLI): **8-84.7**	Mastered All Objectives	127492	52
MATHEMATICS			
Concepts			
1. Number Concepts		179193	73
2. Algebraic/Mathematical Relations and Functions		213444	87
3. Geometric Properties and Relationships		199992	81
4. Measurement Concepts		192368	78
5. Probability and Statistics		228766	93
Operations			
6. Use of Addition to Solve Problems		233934	95
7. Use of Subtraction to Solve Problems		228295	93
8. Use of Multiplication to Solve Problems		224123	91
9. Use of Division to Solve Problems		205347	84
Problem Solving			
10. Problem Solving Using Estimation		211417	86
11. Problem Solving Using Solution Strategies		139554	57
12. Problem Solving Using Mathematical Representation		186752	76
13. Evaluation of the Reasonableness of a Solution		210828	86
Number Tested: **245830**	Met Minimum Expectations	214854	87
Texas Learning Index (TLI): **8-80.8**	Mastered All Objectives	88463	36
WRITING			
Written Communication			
1-4. Written Composition - Informative		131524	54

Rating:	0	1	2	3	4
Number:	458	10645	100199	116369	15155
Percent:	0	4	41	48	6

5. Sentence Construction		180724	74
6. English Usage		223298	92
7. Use of Spelling, Capitalization, and Punctuation		135502	56
Number Tested: **242826**	Met Minimum Expectations	211890	87
Average Scale Score: **1663**	Mastered All Objectives	85447	35

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	261763	100
Students Absent From All Tests	490	0
Students Exempt From All Tests: LEP	4552	2
Other Students Not Tested	2620	1
Number of Students Tested in:		
Reading, Mathematics	248504	95
Reading, Mathematics, Writing	253838	97
Reading, Mathematics, Writing, Science, Social Studies	254101	97

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	206950	83
Reading, Mathematics, Writing	199749	79
Reading, Mathematics, Writing, Science, Social Studies	166066	65
Did Not Meet Minimum Expectations On:		
One Test Only	40493	16
Two Tests Only	19106	8
Three Tests Only	12503	5
Four Tests Only	9421	4
All Five Tests	6512	3

Science and Social Studies results can be found on Page 3.

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 08
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	79	246102	89	8-84.7	71	245830	87	8-80.8	79	242826	87	1663
Male	75	119765	87	8-83.4	67	119663	87	8-80.6	79	118042	84	1636
Female	82	126236	92	8-86.0	74	126066	88	8-80.9	79	124728	91	1689
No Information Provided	48	101	62	8-72.6	38	101	54	8-69.7	50	56	61	1542
Native American	79	666	89	8-84.6	70	664	87	8-80.5	79	663	88	1669
Asian	89	6726	94	8-88.2	81	6747	96	8-85.6	91	6670	93	1746
African American	66	32599	83	8-80.8	59	32521	76	8-75.8	64	32223	81	1614
Hispanic	69	85675	83	8-80.9	59	85611	82	8-78.0	71	84986	81	1615
White	89	119607	95	8-88.4	80	119432	94	8-84.0	87	117789	94	1707
No Information Provided	47	829	64	8-72.7	39	855	56	8-68.6	47	495	56	1507
Economically Disadvantaged: Yes	67	95878	82	8-80.4	57	95731	80	8-77.4	70	95098	80	1606
No	86	148818	94	8-87.6	79	148667	92	8-83.0	85	146772	92	1700
No Information Provided	53	1406	70	8-75.6	46	1432	63	8-71.5	55	956	65	1554
Title I, Part A: Participants	72	87189	85	8-82.1	63	87150	83	8-78.8	74	86524	83	1630
Nonparticipants	83	157208	92	8-86.3	75	156950	90	8-82.0	82	155041	90	1682
No Information Provided	54	1705	70	8-75.8	47	1730	64	8-71.8	56	1261	68	1555
Migrant: Yes	59	4513	74	8-76.7	47	4523	77	8-76.2	66	4694	72	1570
No	79	240309	90	8-84.9	71	240002	88	8-80.9	80	237301	88	1665
No Information Provided	51	1280	69	8-74.9	44	1305	61	8-70.6	52	831	63	1540
Limited English Proficient: Yes	34	13571	53	8-68.1	27	13614	59	8-70.0	49	13563	49	1486
No	82	231271	92	8-85.8	73	230933	89	8-81.5	81	228456	90	1674
No Information Provided	52	1260	70	8-74.9	44	1283	61	8-70.7	53	807	63	1539
Bilingual: Participants	29	96	40	8-61.1	18	95	44	8-65.6	38	82	46	1464
Nonparticipants	79	244716	89	8-84.8	71	244419	88	8-80.8	79	241896	87	1663
No Information Provided	51	1290	69	8-74.8	44	1316	61	8-70.7	53	848	62	1537
ESL: Participants	30	10852	50	8-66.9	24	10897	56	8-69.2	46	10807	44	1471
Nonparticipants	81	233966	91	8-85.6	73	233624	89	8-81.4	81	231183	89	1672
No Information Provided	51	1284	69	8-74.7	44	1309	61	8-70.7	53	836	62	1538
Gifted/Talented: Participants	97	36344	99	8-93.1	92	36359	99	8-87.4	94	36075	98	1810
Nonparticipants	76	208493	88	8-83.3	66	208182	86	8-79.7	76	205933	85	1638
No Information Provided	51	1265	69	8-74.7	44	1289	61	8-70.5	52	818	62	1538
At-Risk: Yes	54	77567	75	8-76.2	44	77405	71	8-73.8	58	76949	72	1563
No	91	167171	96	8-88.8	81	167036	95	8-84.1	87	164991	94	1710
No Information Provided	53	1364	70	8-75.3	46	1389	62	8-71.0	53	886	65	1549
Career/Technology Educ.: Participants	77	56805	89	8-84.2	69	56708	87	8-80.4	78	56306	86	1646
Nonparticipants	79	187235	90	8-85.0	72	187038	88	8-81.0	80	184904	88	1669
No Information Provided	55	2062	73	8-76.6	49	2084	66	8-72.6	58	1616	69	1570
Special Ed. Status Not Provided	52	1262	69	8-74.8	44	1285	61	8-70.7	53	816	63	1540
Oral Administration: Math	35	506	60	8-69.9	30	528	60	8-70.5	49	497	53	1495

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 08
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
SCIENCE		
Integrating Concepts With Process Skills		
1. Scientific Inquiry, Inference, and Communication	238950	99
2. Critical Thinking and Problem Solving	186061	77
Understanding Concepts		
3. Living System Interdependency/Genetic Change	140878	58
4. Characteristics of the Universe/Matter and Energy	232441	96
5. Earth Systems/Natural Events and Human Activities	174486	72
Number Tested: 242562 — Met Minimum Expectations	213771	88
Average Scale Score: 1622 — Mastered All Objectives	113643	47
SOCIAL STUDIES		
Understanding Social Studies Concepts and Information		
1. Civic Values and Responsibilities	174965	71
2. Economic Influences on U.S. History	158161	65
3. Political Influences on U.S. History	139830	57
4. Geographic Influences on U.S. History	200291	82
5. Historical Concepts and Information	130761	53
6. Sociological and Cultural Influences on U.S. History	160066	65
7. Interpret Social Studies Data	213327	87
8. Critical-Thinking Skills	169069	69
Number Tested: 244970 — Met Minimum Expectations	175480	72
Average Scale Score: 1559 — Mastered All Objectives	57040	23

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken [R, W, M, S, SS]	SCIENCE			SOCIAL STUDIES		
		Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Ed.	65	242562	88	1622	244970	72	1559
Male	65	118097	89	1634	119277	73	1564
Female	66	124368	87	1610	125594	70	1553
No Information Provided	38	97	71	1548	99	44	1481
Native American	69	659	89	1632	665	77	1565
Asian	81	6707	93	1660	6717	85	1607
African American	47	32118	76	1563	32448	55	1510
Hispanic	51	84272	81	1579	85155	58	1516
White	81	117981	96	1668	119130	86	1600
No Information Provided	35	825	66	1538	855	42	1471
Economic Disadvantaged: Yes	49	94318	80	1576	95308	56	1513
No	77	146863	94	1652	148240	82	1588
No Information Provided	42	1381	72	1561	1422	50	1495
Title I, Part A: Participants	55	86108	83	1591	86764	61	1527
Nonparticipants	72	154775	91	1640	156486	78	1577
No Information Provided	41	1679	70	1553	1720	48	1490
Migrant: Yes	40	4427	72	1550	4479	46	1489
No	66	236870	89	1624	239193	72	1560
No Information Provided	40	1265	71	1554	1298	47	1488
Limited Eng. Proficient: Yes	17	13345	51	1499	13495	25	1443
No	66	227977	90	1630	230196	75	1566
No Information Provided	40	1240	71	1555	1279	47	1487
Bilingual: Participants	21	94	36	1460	94	26	1416
Nonparticipants	66	241192	88	1622	243564	72	1559
No Information Provided	39	1276	71	1554	1312	46	1487
ESL: Participants	15	10661	48	1491	10781	21	1435
Nonparticipants	68	230632	90	1628	232883	74	1565
No Information Provided	39	1269	71	1554	1306	47	1487
Gifted/Talented: Participants	93	36169	99	1714	36267	94	1651
Nonparticipants	61	205148	86	1606	207420	68	1543
No Information Provided	40	1245	71	1554	1283	47	1487
At-Risk: Yes	34	76040	72	1548	77070	44	1484
No	81	165172	96	1657	166514	85	1594
No Information Provided	41	1350	71	1557	1386	48	1490
Career/Tech. Ed.: Participants	64	55921	88	1619	56467	71	1554
Nonparticipants	66	184615	88	1623	186419	72	1561
No Information Provided	43	2026	74	1566	2084	51	1499
Special Ed. Status Not Provided	40	1246	71	1554	1286	47	1487
Oral Administration: Science	24	387	68	1541	387	38	1470
Social Studies	21	370	68	1540	383	36	1464

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 03-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

		Mastering Number	Mastering Percent
LECTURA (READING)			
Comprensión de lectura			
1. Significado de palabras		12992	77
2. Ideas complementarias		10915	65
3. Resumenes		8643	51
4. Relaciones y resultados		11255	67
5. Inferencias y generalizaciones		13879	82
6. Punto de vista, propaganda, hechos y opiniones		11250	67
Number Tested: **16836**	Met Minimum Expectations	12497	74
Average Scale Score: **1576**	Mastered All Objectives	5407	32
MATEMÁTICAS (MATHEMATICS)			
Conceptos			
1. Conceptos numéricos		14319	86
2. Relaciones y funciones matemáticas/algebraicas		14273	86
3. Propiedades y relaciones geométricas		14676	88
4. Conceptos de medida		12060	72
5. Probabilidad y estadística		14626	88
Operaciones			
6. Uso de la suma para resolver problemas		14700	88
7. Uso de la resta para resolver problemas		11771	71
8/9. Uso de la multiplicación/división para resolver problemas		12079	72
Resolución de problemas			
10/13. Resolución de problemas usando estimaciones/evaluación de lo razonable		8420	50
11. Uso de estrategias para solucionar problemas		11894	71
12. Resolución de problemas usando representaciones matemáticas		10175	61
Number Tested: **16678**	Met Minimum Expectations	12455	75
Average Scale Score: **1571**	Mastered All Objectives	3785	23

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	19807	100
Students Absent From All Tests	54	0
Students Exempt From All Tests: LEP	2686	14
Other Students Not Tested	44	0
Number of Students Tested	17023	86

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	11121	65
Did Not Meet Minimum Expectations On:		
One Test Only	3242	19
Both Tests	2660	16

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING)			MATEMÁTICAS (MATHEMATICS)		
		Number Tested	Pct Met Min Exp	Average Scale Score	Number Tested	Pct Met Min Exp	Average Scale Score
All Students Not In Special Ed.	65	16836	74	1576	16678	75	1571
Male	62	8187	69	1559	8132	75	1574
Female	69	8594	79	1593	8496	75	1569
No Information Provided	49	55	60	1535	50	56	1520
Native American	35	17	47	1517	15	47	1497
Asian	---	2	---	---	3	---	---
African American	80	15	80	1587	8	88	1605
Hispanic	65	16714	74	1576	16570	75	1572
White	74	30	77	1616	30	83	1631
No Information Provided	36	58	52	1503	52	42	1479
Economic Disadvantaged: Yes	65	15559	74	1575	15409	75	1571
No	71	1162	79	1596	1160	78	1582
No Information Provided	45	115	58	1523	109	53	1502
Title I, Part A: Participants	66	15737	74	1577	15597	75	1572
Nonparticipants	65	970	74	1573	957	76	1570
No Information Provided	45	129	60	1533	124	56	1513
Migrant: Yes	62	831	68	1561	816	74	1569
No	66	15878	75	1577	15740	75	1572
No Information Provided	47	127	62	1535	122	54	1510
Bilingual: Participants	66	16209	74	1577	16059	75	1572
Nonparticipants	60	452	69	1561	450	70	1556
No Information Provided	53	175	65	1546	169	62	1535
ESL: Participants	50	59	59	1517	60	63	1530
Nonparticipants	66	16582	74	1577	16429	75	1572
No Information Provided	52	195	65	1546	189	60	1533
Gifted/Talented: Participants	86	633	89	1655	620	91	1655
Nonparticipants	65	16082	74	1573	15942	74	1569
No Information Provided	48	121	62	1535	116	55	1513
At-Risk: Yes	66	15873	75	1578	15721	75	1574
No	58	851	69	1556	851	66	1540
No Information Provided	45	112	59	1527	106	55	1506
Special Ed. Status Not Provided	47	118	62	1537	113	55	1513
Oral Administration: Math	23	62	21	1417	70	36	1478

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

Page 1 of 2

GRADE: 04-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

		Mastering	
		Number	**Percent**
LECTURA (READING)			
Comprensión de lectura			
1. Significado de palabras		5754	54
2. Ideas complementarias		6456	61
3. Resumenes		2766	26
4. Relaciones y resultados		5548	52
5. Inferencias y generalizaciones		5617	53
6. Punto de vista, propaganda, hechos y opiniones		5940	56
Number Tested: 10596	Met Minimum Expectations	4871	46
Average Scale Score: 1493	Mastered All Objectives	1471	14
MATEMÁTICAS (MATHEMATICS)			
Conceptos			
1. Conceptos numéricos		8456	82
2. Relaciones y funciones matemáticas/algebraicas		8467	82
3. Propiedades y relaciones geométricas		8366	81
4. Conceptos de medida		8835	86
5. Probabilidad y estadística		7190	70
Operaciones			
6. Uso de la suma para resolver problemas		9072	88
7. Uso de la resta para resolver problemas		6272	61
8. Uso de la multiplicación para resolver problemas		6382	62
9. Uso de la división para resolver problemas		7204	70
Resolución de problemas			
10/13. Resolución de problemas usando estimaciones/ evaluación de lo razonable		3133	30
11. Uso de estrategias para solucionar problemas		5219	51
12. Resolución de problemas usando representaciones matemáticas		5714	55
Number Tested: 10315	Met Minimum Expectations	7450	72
Average Scale Score: 1574	Mastered All Objectives	1572	15
ESCRITURA (WRITING)			
Comunicación escrita			
1-4. Composición escrita-narrativa		3237	30

Rating:	0	1	2	3	4
Number:	56	1265	6342	3015	222
Percent:	1	12	58	28	2

5. Estructura de oraciones		7050	65
6. Uso del español		9695	89
7. Uso de ortografía, mayúsculas y puntuación		5494	50
Number Tested: 10900	Met Minimum Expectations	7396	68
Average Scale Score: 1575	Mastered All Objectives	1868	17

ADMINISTRATION SUMMARY	**Number**	**Percent**
Total Answer Documents Submitted	12853	100
Students Absent From All Tests	1	0
Students Exempt From All Tests: LEP	820	6
Other Students Not Tested	400	3
Number of Students Tested in:		
Reading, Mathematics	10715	83
Reading, Mathematics, Writing	11632	91

MINIMUM EXPECTATIONS SUMMARY	**Number**	**Percent**
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	4698	44
Reading, Mathematics, Writing	4765	41
Did Not Meet Minimum Expectations On:		
One Test Only	3194	27
Two Tests Only	2119	18
All Three Tests	1554	13

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

Page 2 of 2

GRADE: 04-SPANISH
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	LECTURA (READING)			MATEMÁTICAS (MATHEMATICS)			ESCRITURA (WRITING)		
			Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education		41	10596	46	1493	10315	72	1574	10900	68	1575
Male		36	5156	41	1478	5038	72	1573	5354	62	1546
Female		46	5427	51	1506	5264	73	1575	5543	74	1603
No Information Provided		31	13	31	1401	13	62	1488	3	---	---
Native American		23	13	23	1436	13	54	1527	8	50	1575
Asian		---	2	---	---	3	---	---	2	---	---
African American		50	9	44	1521	9	56	1551	9	78	1656
Hispanic		41	10478	46	1493	10198	72	1574	10832	68	1575
White		22	18	33	1486	18	72	1556	17	59	1547
No Information Provided		31	76	30	1452	74	53	1514	32	69	1552
Economically Disadvantaged:	Yes	40	9626	45	1491	9351	72	1573	9965	67	1574
	No	48	881	53	1512	877	76	1588	897	74	1598
	No Information Provided	28	89	31	1460	87	53	1514	38	63	1530
Title I, Part A:	Participants	41	9917	46	1493	9648	73	1576	10221	68	1576
	Nonparticipants	41	570	45	1486	563	68	1554	612	67	1567
	No Information Provided	28	109	29	1449	104	54	1520	67	57	1526
Migrant:	Yes	37	591	40	1476	556	70	1563	639	63	1560
	No	41	9910	46	1494	9667	73	1575	10213	68	1577
	No Information Provided	29	95	34	1458	92	54	1517	48	60	1522
Bilingual:	Participants	41	10155	46	1493	9893	73	1575	10460	68	1576
	Nonparticipants	43	253	45	1495	238	72	1570	291	69	1566
	No Information Provided	31	188	35	1461	184	57	1536	149	52	1523
ESL:	Participants	41	96	40	1486	80	64	1551	131	66	1532
	Nonparticipants	41	10296	46	1493	10035	73	1575	10601	68	1577
	No Information Provided	31	204	35	1463	200	58	1539	168	52	1517
Gifted/Talented:	Participants	76	361	81	1600	341	95	1694	391	87	1689
	Nonparticipants	40	10145	45	1489	9887	72	1570	10462	67	1571
	No Information Provided	31	90	32	1455	87	54	1516	47	60	1524
At-Risk:	Yes	41	9631	46	1492	9418	72	1574	9964	68	1576
	No	44	866	48	1499	801	72	1581	879	68	1572
	No Information Provided	26	99	27	1445	96	48	1503	57	53	1515
Special Ed. Status Not Provided		29	84	31	1455	81	52	1511	40	58	1522
Oral Administration:	Math	18	27	7	1374	34	53	1502	29	28	1427

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 05-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
Comprensión de lectura		
1. Significado de palabras	850	13
2. Ideas complementarias	3774	59
3. Resúmenes	1163	18
4. Relaciones y resultados	1601	25
5. Inferencias y generalizaciones	3422	53
6. Punto de vista, propaganda, hechos y opiniones	3167	49
Number Tested: 6401 / Average Scale Score: 1452 — Met Minimum Expectations	2175	34
Mastered All Objectives	234	4
MATEMÁTICAS (MATHEMATICS)		
Conceptos		
1. Conceptos numéricos	3255	52
2. Relaciones y funciones matemáticas/algebraicas	4790	77
3. Propiedades y relaciones geométricas	5423	87
4. Conceptos de medida	4725	76
5. Probabilidad y estadística	2962	48
Operaciones		
6. Uso de la suma para resolver problemas	4744	76
7. Uso de la resta para resolver problemas	3107	50
8. Uso de la multiplicación para resolver problemas	3989	64
9. Uso de la división para resolver problemas	4445	71
Resolución de problemas		
10. Resolución de problemas usando estimaciones	3724	60
11. Uso de estrategias para solucionar problemas	2568	41
12. Resolución de problemas usando representaciones matemáticas	3230	52
13. Resolución de problemas usando la evaluación de lo razonable	1757	28
Number Tested: 6221 / Average Scale Score: 1546 — Met Minimum Expectations	4022	65
Mastered All Objectives	589	9

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	7257	100
Students Absent From All Tests	19	0
Students Exempt From All Tests: LEP	661	9
Other Students Not Tested	106	1
Number of Students Tested	6471	89

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	2070	32
Did Not Meet Minimum Expectations On:		
One Test Only	2377	37
Both Tests	2024	31

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING) Number Tested	LECTURA (READING) Pct Met Min Exp	LECTURA (READING) Avg Scale Score	MATEMÁTICAS (MATHEMATICS) Number Tested	MATEMÁTICAS (MATHEMATICS) Pct Met Min Exp	MATEMÁTICAS (MATHEMATICS) Avg Scale Score
All Students Not In Special Ed.	32	6401	34	1452	6221	65	1546
Male	28	3237	30	1440	3149	64	1543
Female	36	3156	38	1465	3064	66	1548
No Information Provided	25	8	25	1466	8	25	1493
Native American	---	4	---	---	4	---	---
Asian	---	0	---	---	0	---	---
African American	---	2	---	---	2	---	---
Hispanic	32	6323	34	1453	6147	65	1546
White	30	10	30	1446	9	67	1521
No Information Provided	18	62	23	1431	59	46	1505
Economic Disadvantaged: Yes	32	5891	33	1451	5716	64	1545
No	41	443	43	1474	440	70	1561
No Information Provided	18	67	22	1428	65	42	1501
Title I, Part A: Participants	32	5823	34	1452	5652	65	1547
Nonparticipants	32	488	35	1459	481	62	1538
No Information Provided	18	90	22	1435	88	50	1514
Migrant: Yes	23	399	24	1433	376	63	1533
No	33	5918	35	1454	5763	65	1547
No Information Provided	19	84	25	1437	82	41	1486
Bilingual: Participants	32	6114	34	1453	5945	65	1546
Nonparticipants	28	145	30	1441	139	60	1528
No Information Provided	28	142	31	1441	137	58	1532
ESL: Participants	13	69	14	1400	64	41	1480
Nonparticipants	32	6177	34	1453	6007	65	1547
No Information Provided	28	155	31	1442	150	57	1529
Gifted/Talented: Participants	49	112	52	1507	104	83	1622
Nonparticipants	32	6212	34	1452	6042	65	1545
No Information Provided	21	77	26	1439	75	45	1500
At-Risk: Yes	31	5909	33	1450	5739	64	1545
No	46	418	48	1486	410	72	1569
No Information Provided	19	74	23	1431	72	42	1496
Special Ed. Status Not Provided	20	78	26	1438	76	45	1502
Oral Administration: Math	31	10	10	1361	13	54	1522

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 06-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
Comprensión de lectura		
1. Significado de palabras	884	53
2. Ideas complementarias	1430	86
3. Resúmenes	247	15
4. Relaciones y resultados	644	39
5. Inferencias y generalizaciones	702	42
6. Punto de vista, propaganda, hechos y opiniones	586	35
Number Tested: 1670 — Met Minimum Expectations	488	29
Average Scale Score: 1444 — Mastered All Objectives	115	7
MATEMÁTICAS (MATHEMATICS)		
Conceptos		
1. Conceptos numéricos	1344	81
2. Relaciones y funciones matemáticas/algebraicas	1107	67
3. Propiedades y relaciones geométricas	1015	61
4. Conceptos de medida	1350	82
5. Probabilidad y estadística	390	24
Operaciones		
6. Uso de la suma para resolver problemas	1359	82
7. Uso de la resta para resolver problemas	832	50
8. Uso de la multiplicación para resolver problemas	1117	68
9. Uso de la división para resolver problemas	1077	65
Resolución de problemas		
10. Resolución de problemas usando estimaciones	1250	76
11. Uso de estrategias para solucionar problemas	145	9
12. Resolución de problemas usando representaciones matemáticas	677	41
13. Resolución de problemas usando la evaluación de lo razonable	846	51
Number Tested: 1651 — Met Minimum Expectations	831	50
Average Scale Score: 1495 — Mastered All Objectives	68	4

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1862	100
Students Absent From All Tests	10	1
Students Exempt From All Tests: LEP	161	9
Other Students Not Tested	2	0
Number of Students Tested	1689	91

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	432	26
Did Not Meet Minimum Expectations On:		
One Test Only	512	30
Both Tests	745	44

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING) Number Tested	LECTURA (READING) Pct Met Min Exp	LECTURA (READING) Avg Scale Score	MATEMÁTICAS (MATHEMATICS) Number Tested	MATEMÁTICAS (MATHEMATICS) Pct Met Min Exp	MATEMÁTICAS (MATHEMATICS) Avg Scale Score
All Students Not In Special Ed.	26	1670	29	1444	1651	50	1495
Male	24	841	27	1435	831	49	1493
Female	27	825	31	1453	816	52	1498
No Information Provided	---	4	---	---	4	---	---
Native American	5	20	10	1402	19	16	1402
Asian	---	0	---	---	0	---	---
African American	---	2	---	---	2	---	---
Hispanic	26	1609	30	1445	1592	51	1497
White	---	3	---	---	3	---	---
No Information Provided	17	36	19	1432	35	37	1446
Economic Disadvantaged: Yes	27	1433	30	1447	1420	52	1500
No	21	197	25	1428	193	39	1464
No Information Provided	15	40	18	1430	38	39	1452
Title I, Part A: Participants	27	1355	30	1447	1344	53	1502
Nonparticipants	21	277	25	1432	270	40	1467
No Information Provided	16	38	18	1434	37	38	1446
Migrant: Yes	23	110	26	1437	108	52	1495
No	26	1518	30	1445	1503	51	1496
No Information Provided	14	42	17	1427	40	38	1446
Bilingual: Participants	30	912	34	1450	894	58	1522
Nonparticipants	21	701	24	1427	701	42	1463
No Information Provided	19	57	25	1437	56	38	1457
ESL: Participants	21	678	24	1426	677	41	1462
Nonparticipants	29	938	33	1457	921	58	1521
No Information Provided	22	54	26	1440	53	42	1464
Gifted/Talented: Participants	88	16	88	1584	15	100	1651
Nonparticipants	25	1614	29	1443	1597	50	1495
No Information Provided	13	40	15	1418	39	33	1437
At-Risk: Yes	25	1413	29	1444	1393	50	1495
No	29	213	33	1454	215	56	1505
No Information Provided	11	44	14	1418	43	35	1446
Special Ed. Status Not Provided	18	40	20	1421	39	36	1438
Oral Administration: Math	---	2	---	---	3	---	---

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		193793	91
2. Supporting Ideas		203648	95
3. Summarization		183115	86
4. Relationships and Outcomes		185335	87
5. Inferences and Generalizations		168244	79
6. Point of View, Propaganda, and Fact and Opinion		176384	82
Number Tested: 213959	Met Minimum Expectations	192232	90
Texas Learning Index (TLI): X-84.8	Mastered All Objectives	134708	63
MATHEMATICS			
Concepts			
1. Number Concepts		183389	85
2. Algebraic/Mathematical Relations and Functions		174512	81
3. Geometric Properties and Relationships		165683	77
4. Measurement Concepts		123560	57
5. Probability and Statistics		188723	87
Operations			
6. Use of Addition to Solve Problems		196214	91
7. Use of Subtraction to Solve Problems		185504	86
8. Use of Multiplication to Solve Problems		154576	72
9. Use of Division to Solve Problems		172250	80
Problem Solving			
10. Problem Solving Using Estimation		181876	84
11. Problem Solving Using Solution Strategies		176535	82
12. Problem Solving Using Mathematical Representation		161465	75
13. Evaluation of the Reasonableness of a Solution		190433	88
Number Tested: 215947	Met Minimum Expectations	178958	83
Texas Learning Index (TLI): X-79.3	Mastered All Objectives	70483	33
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		140570	66

Rating:	0	1	2	3	4
Number:	630	6928	65862	115566	25004
Percent:	0	3	31	54	12

		Number	Percent
5. Sentence Construction		179474	84
6. English Usage		192526	90
7. Use of Spelling, Capitalization, and Punctuation		148323	69
Number Tested: 213990	Met Minimum Expectations	196414	92
Average Scale Score 1734	Mastered All Objectives	103725	48

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	230406	100
Students Absent From All Tests	5709	2
Other Students Not Tested	5123	2
Number of Students Tested	219574	95

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	170808	78
Did Not Meet Minimum Expectations On:		
One Test Only	28832	13
Two Tests Only	12342	6
All Three Tests	7592	3

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education		78	213959	90	X-84.8	70	215947	83	X-79.3	74	213990	92	1734
Male		78	103139	89	X-84.6	69	104049	84	X-79.8	76	103199	90	1709
Female		78	110758	90	X-84.9	70	111833	82	X-78.8	73	110734	94	1757
No Information Provided		49	62	69	X-74.8	41	65	52	X-70.1	51	57	72	1582
Native American		74	688	90	X-84.4	68	686	78	X-77.5	70	677	91	1728
Asian		84	7231	89	X-85.3	73	7237	92	X-83.8	87	7222	91	1790
African American		63	26934	85	X-81.2	57	27503	69	X-73.8	59	26952	88	1670
Hispanic		66	71167	82	X-80.3	56	72050	75	X-76.1	66	71171	86	1669
White		89	107339	97	X-88.6	80	107834	91	X-82.5	82	107367	97	1789
No Information Provided		43	600	69	X-74.4	43	637	50	X-67.3	43	601	66	1576
Economically Disadvantaged:	Yes	65	65804	81	X-79.9	55	66567	74	X-75.7	64	65740	85	1661
	No	84	147071	94	X-87.0	76	148233	87	X-81.0	79	147146	95	1767
	No Information Provided	50	1084	74	X-77.0	49	1147	57	X-70.2	51	1104	72	1605
Title I, Part A:	Participants	71	49159	84	X-81.8	61	49614	78	X-77.4	69	49143	88	1693
	Nonparticipants	80	163674	92	X-85.7	73	165146	84	X-79.9	76	163707	93	1747
	No Information Provided	50	1126	74	X-76.7	48	1187	58	X-70.4	52	1140	73	1608
Migrant:	Yes	58	3801	73	X-76.5	45	3843	71	X-74.7	62	3808	78	1618
	No	78	209202	90	X-84.9	70	211083	83	X-79.4	75	209212	92	1736
	No Information Provided	47	956	72	X-75.9	46	1021	55	X-69.2	48	970	70	1594
Limited English Proficient:	Yes	31	12903	46	X-66.2	23	12990	54	X-69.2	47	12919	55	1510
	No	81	200127	93	X-86.0	73	201968	85	X-80.0	76	200128	94	1749
	No Information Provided	48	929	72	X-76.1	47	989	55	X-69.3	49	943	71	1597
Bilingual:	Participants	35	50	48	X-63.7	22	50	44	X-65.3	37	54	54	1470
	Nonparticipants	78	212953	90	X-84.8	70	214872	83	X-79.3	75	212965	92	1734
	No Information Provided	47	956	72	X-75.9	47	1025	55	X-69.4	49	971	70	1595
ESL:	Participants	27	10167	41	X-64.0	20	10232	52	X-68.3	45	10184	49	1486
	Nonparticipants	81	202837	92	X-85.8	72	204696	85	X-79.9	76	202836	94	1747
	No Information Provided	47	955	72	X-75.8	46	1019	55	X-69.2	48	970	70	1594
Gifted/Talented:	Participants	97	28631	99	X-91.9	90	28641	98	X-86.7	92	28594	99	1907
	Nonparticipants	75	184375	88	X-83.7	66	186289	81	X-78.2	71	184433	91	1707
	No Information Provided	48	953	73	X-76.1	47	1017	56	X-69.5	49	963	71	1599
At-Risk:	Yes	59	76386	80	X-79.1	51	77754	68	X-73.3	57	76409	85	1636
	No	89	136662	95	X-87.9	79	137216	92	X-82.7	83	136652	96	1789
	No Information Provided	48	911	73	X-76.4	48	977	55	X-69.6	49	929	72	1600
Career/Technology Educ.:	Participants	78	104031	90	X-84.6	69	104912	83	X-79.0	73	104092	92	1724
	Nonparticipants	78	108795	90	X-85.0	71	109840	83	X-79.6	76	108763	92	1745
	No Information Provided	48	1133	72	X-76.0	46	1195	56	X-69.7	49	1135	72	1597
Special Ed. Status Not Provided		48	928	72	X-76.1	47	987	55	X-69.4	49	940	71	1599
Oral Administration:	Math	47	121	71	X-75.5	41	125	58	X-69.8	48	118	72	1574

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

Page 1 of 2

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		7672	62
2. Supporting Ideas		10366	84
3. Summarization		5624	46
4. Relationships and Outcomes		6875	56
5. Inferences and Generalizations		3989	32
6. Point of View, Propaganda, and Fact and Opinion		4606	37
Number Tested: 12286	Met Minimum Expectations	5661	46
Texas Learning Index (TLI): X-67.2	Mastered All Objectives	1971	16
MATHEMATICS			
Concepts			
1. Number Concepts		16743	69
2. Algebraic/Mathematical Relations and Functions		12459	51
3. Geometric Properties and Relationships		11896	49
4. Measurement Concepts		5199	21
5. Probability and Statistics		14586	60
Operations			
6. Use of Addition to Solve Problems		19243	79
7. Use of Subtraction to Solve Problems		15066	62
8. Use of Multiplication to Solve Problems		9367	39
9. Use of Division to Solve Problems		12209	50
Problem Solving			
10. Problem Solving Using Estimation		13786	57
11. Problem Solving Using Solution Strategies		11642	48
12. Problem Solving Using Mathematical Representation		8219	34
13. Evaluation of the Reasonableness of a Solution		15926	66
Number Tested: 24254	Met Minimum Expectations	9892	41
Texas Learning Index (TLI): X-65.9	Mastered All Objectives	767	3
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		2434	19

Rating:	0	1	2	3	4
Number:	186	2484	7938	2310	124
Percent:	1	19	61	18	1

		Mastering Number	Mastering Percent
5. Sentence Construction		5672	43
6. English Usage		7407	57
7. Use of Spelling, Capitalization, and Punctuation		3905	30
Number Tested: 13042	Met Minimum Expectations	6732	52
Average Scale Score: 1507	Mastered All Objectives	974	7

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	35711	100
Students Absent From All Tests	1027	3
Other Students Not Tested	3874	11
Number of Students Tested	30810	86

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	11833	38
Did Not Meet Minimum Expectations On:		
One Test Only	12816	42
Two Tests Only	4002	13
All Three Tests	2159	7

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	38	12286	46	X-67.2	25	24254	41	X-65.9	38	13042	52	1507
Male	39	6052	47	X-67.2	26	10130	42	X-66.2	39	7161	50	1499
Female	38	6226	45	X-67.2	25	14111	40	X-65.7	37	5873	54	1516
No Information Provided	43	8	50	X-76.6	54	13	54	X-69.7	46	8	38	1513
Native American	51	35	57	X-72.4	40	58	62	X-70.4	49	48	58	1538
Asian	37	576	38	X-63.2	19	505	47	X-67.3	42	570	46	1474
African American	33	2122	47	X-67.7	25	5601	34	X-63.8	33	2168	53	1509
Hispanic	33	7013	37	X-63.6	19	12189	37	X-65.0	35	7159	42	1474
White	55	2301	75	X-78.3	52	5607	54	X-70.0	47	2853	74	1592
No Information Provided	41	239	62	X-72.4	39	294	49	X-67.9	44	244	55	1514
Economically Disadvantaged: Yes	32	6408	36	X-63.6	19	10963	36	X-64.5	34	6326	43	1476
No	44	5491	57	X-71.1	34	12771	45	X-67.1	40	6281	60	1536
No Information Provided	43	387	61	X-72.5	39	520	46	X-67.6	43	435	58	1525
Title I, Part A: Participants	34	3789	40	X-65.3	21	6655	38	X-65.1	36	3625	46	1492
Nonparticipants	40	8172	48	X-67.9	27	17167	42	X-66.2	38	9067	54	1512
No Information Provided	41	325	60	X-71.5	37	432	46	X-67.7	43	350	54	1517
Migrant: Yes	30	549	30	X-61.4	16	760	36	X-64.2	34	552	37	1453
No	39	11408	46	X-67.4	26	23052	41	X-66.0	38	12129	52	1509
No Information Provided	42	329	62	X-72.1	38	442	46	X-67.5	43	361	56	1519
Limited English Proficient: Yes	22	3860	25	X-59.1	13	3908	30	X-62.7	31	3951	30	1435
No	42	8103	56	X-70.9	32	19926	43	X-66.5	39	8748	61	1538
No Information Provided	42	323	62	X-72.2	38	420	47	X-67.6	43	343	56	1522
Bilingual: Participants	20	22	36	X-64.0	18	31	29	X-64.0	33	26	27	1421
Nonparticipants	38	11868	46	X-67.2	25	23723	41	X-65.9	38	12595	52	1507
No Information Provided	38	396	55	X-69.5	33	500	45	X-67.0	42	421	50	1502
ESL: Participants	21	3515	24	X-58.4	13	3357	30	X-62.7	31	3665	29	1429
Nonparticipants	42	8391	55	X-70.8	32	20411	42	X-66.5	39	8977	61	1538
No Information Provided	39	380	56	X-70.0	34	486	46	X-67.2	42	400	52	1505
Gifted/Talented: Participants	60	143	77	X-81.1	64	323	58	X-72.0	55	161	84	1697
Nonparticipants	38	11804	45	X-66.9	25	23476	40	X-65.8	37	12515	51	1504
No Information Provided	43	339	63	X-72.8	40	455	48	X-68.2	44	366	56	1523
At-Risk: Yes	36	7487	41	X-65.4	21	15999	38	X-65.1	35	7532	48	1491
No	43	4481	53	X-69.9	32	7830	47	X-67.7	42	5166	57	1529
No Information Provided	43	318	63	X-72.5	39	425	47	X-67.6	43	344	57	1521
Career/Technology Educ.: Participants	39	5072	45	X-66.9	24	11248	41	X-65.9	37	5359	52	1506
Nonparticipants	38	6819	46	X-67.2	26	12479	41	X-65.9	38	7245	51	1506
No Information Provided	41	395	60	X-71.6	37	527	46	X-67.3	42	438	56	1518
Special Ed. Status Not Provided	42	333	61	X-71.7	37	435	47	X-67.8	43	358	55	1517
Oral Administration: Math	25	28	39	X-64.6	21	62	31	X-63.5	32	24	29	1451

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		1532	62
2. Supporting Ideas		2130	86
3. Summarization		835	34
4. Relationships and Outcomes		1221	49
5. Inferences and Generalizations		718	29
6. Point of View, Propaganda, and Fact and Opinion		1012	41
Number Tested: 2480	Met Minimum Expectations	1091	44
Texas Learning Index (TLI): X-66.0	Mastered All Objectives	180	7
MATHEMATICS			
Concepts			
1. Number Concepts		3077	57
2. Algebraic/Mathematical Relations and Functions		2627	49
3. Geometric Properties and Relationships		2385	44
4. Measurement Concepts		1567	29
5. Probability and Statistics		3823	71
Operations			
6. Use of Addition to Solve Problems		4539	84
7. Use of Subtraction to Solve Problems		3825	71
8. Use of Multiplication to Solve Problems		2357	44
9. Use of Division to Solve Problems		2595	48
Problem Solving			
10. Problem Solving Using Estimation		2775	51
11. Problem Solving Using Solution Strategies		2090	39
12. Problem Solving Using Mathematical Representation		1115	21
13. Evaluation of the Reasonableness of a Solution		2663	49
Number Tested: 5402	Met Minimum Expectations	1832	34
Texas Learning Index (TLI): X-64.2	Mastered All Objectives	76	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		215	10

Rating:	0	1	2	3	4
Number:	23	565	1354	209	6
Percent:	1	26	63	10	0

		Mastering Number	Mastering Percent
5. Sentence Construction		574	27
6. English Usage		929	43
7. Use of Spelling, Capitalization, and Punctuation		287	13
Number Tested: 2157	Met Minimum Expectations	631	29
Average Scale Score: 1442	Mastered All Objectives	56	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	8476	100
Students Absent From All Tests	138	2
Other Students Not Tested	737	9
Number of Students Tested	7601	90

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	2588	34
Did Not Meet Minimum Expectations On:		
One Test Only	3850	51
Two Tests Only	854	11
All Three Tests	309	4

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	34	2480	44	X-66.0	21	5402	34	X-64.2	34	2157	29	1442
Male	35	1083	45	X-66.0	22	2016	34	X-64.3	34	1162	32	1449
Female	34	1397	43	X-66.0	21	3386	34	X-64.1	33	995	26	1434
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	41	2	---	---	---	14	50	X-68.2	43	4	---	---
Asian	33	133	38	X-63.3	17	80	41	X-65.5	36	105	18	1417
African American	33	442	47	X-66.8	22	1643	31	X-63.4	32	352	38	1469
Hispanic	31	1653	41	X-65.0	20	2811	32	X-63.7	32	1397	21	1417
White	49	180	62	X-72.8	37	746	44	X-67.0	40	232	67	1553
No Information Provided	41	70	56	X-71.2	32	108	44	X-66.1	38	67	48	1483
Economically Disadvantaged: Yes	31	1483	41	X-65.1	20	2578	31	X-63.4	32	1189	22	1425
No	37	916	48	X-67.0	23	2686	36	X-64.8	35	892	37	1463
No Information Provided	39	81	57	X-70.2	29	138	42	X-65.5	37	76	45	1475
Title I, Part A: Participants	31	923	41	X-65.5	20	1684	33	X-64.0	33	743	22	1430
Nonparticipants	36	1477	45	X-66.1	22	3588	34	X-64.2	34	1338	32	1447
No Information Provided	39	80	56	X-70.2	29	130	42	X-65.6	37	76	45	1476
Migrant: Yes	26	140	30	X-63.3	17	161	27	X-62.6	30	114	22	1435
No	34	2263	44	X-66.0	21	5111	34	X-64.2	34	1970	29	1441
No Information Provided	40	77	57	X-71.0	31	130	45	X-66.0	38	73	44	1477
Limited English Proficient: Yes	25	1053	36	X-63.4	18	882	28	X-62.3	30	897	11	1393
No	37	1350	50	X-67.8	24	4389	35	X-64.5	34	1189	42	1477
No Information Provided	38	77	56	X-70.5	29	131	43	X-65.7	37	71	42	1473
Bilingual: Participants	20	11	36	X-59.0	13	12	25	X-58.7	23	8	0	1356
Nonparticipants	34	2385	44	X-65.9	21	5254	34	X-64.1	34	2074	29	1442
No Information Provided	40	84	56	X-70.3	30	136	45	X-65.7	37	75	41	1468
ESL: Participants	24	984	36	X-63.2	17	748	27	X-61.9	29	863	12	1393
Nonparticipants	37	1414	49	X-67.7	24	4518	35	X-64.5	34	1224	41	1476
No Information Provided	40	82	55	X-70.1	29	136	43	X-65.7	37	70	41	1468
Gifted/Talented: Participants	45	9	56	X-66.4	21	29	41	X-67.0	39	12	33	1433
Nonparticipants	34	2395	44	X-65.8	21	5245	34	X-64.1	33	2075	29	1441
No Information Provided	40	76	57	X-70.9	31	128	44	X-65.7	37	70	43	1473
At-Risk: Yes	33	1673	43	X-65.8	21	3912	33	X-64.1	33	1402	27	1438
No	35	733	46	X-66.1	22	1371	35	X-64.3	34	685	32	1448
No Information Provided	39	74	54	X-70.0	28	119	44	X-65.8	37	70	43	1471
Career/Technology Educ.: Participants	35	1054	45	X-66.2	22	2486	35	X-64.5	34	858	29	1442
Nonparticipants	33	1347	43	X-65.5	21	2779	32	X-63.8	33	1221	28	1440
No Information Provided	40	79	56	X-70.5	29	137	45	X-66.0	38	78	42	1483
Special Ed. Status Not Provided	38	75	56	X-70.5	30	129	41	X-65.3	36	70	41	1472
Oral Administration: Math	27	6	33	X-58.0	12	25	32	X-67.1	41	6	50	1455

TEXAS END-OF-COURSE — ALGEBRA I

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	177016	68
2. Applications of Graphing	145432	56
3. Linear Functions	160414	62
Equations and Inequalities		
4. Linear Equations/Inequalities	113463	44
5. Quadratic Equations	129391	50
6. Polynomials	128438	49
Problem Solving		
7. Exponents, Quadratic Situations, and Right Triangles	136031	52
8. One- or Two-Variable Situations	87527	34
9. Probability, Ratio and Proportion, Data Analysis	167807	65

Number Tested: 259527	Passed	121069	47
Average Scale Score: 1492	Mastered All Objectives	41924	16

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	280032	100
Students Absent	19815	7
Other Students Not Tested	690	0
Number of Students Tested	259527	93

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Students Not In Special Education		259527	47	1492
Male		126840	47	1491
Female		132454	46	1492
No Information Provided		233	22	1395
Native American		729	49	1498
Asian		7768	74	1608
African American		33641	27	1420
Hispanic		91440	33	1444
White		123637	61	1541
No Information Provided		2312	26	1413
Economically Disadvantaged:	Yes	90326	33	1441
	No	166193	55	1521
	No Information Provided	3008	28	1418
Title I, Part A:	Participants	69492	39	1462
	Nonparticipants	187197	50	1504
	No Information Provided	2838	26	1413
Migrant:	Yes	4070	27	1418
	No	252501	47	1494
	No Information Provided	2956	27	1414
Limited English Proficient:	Yes	18276	19	1395
	No	238337	49	1500
	No Information Provided	2914	27	1415
Bilingual:	Participants	64	27	1392
	Nonparticipants	256588	47	1493
	No Information Provided	2875	26	1411
ESL:	Participants	14837	19	1392
	Nonparticipants	241857	49	1499
	No Information Provided	2833	25	1410
Gifted/Talented:	Participants	30561	88	1660
	Nonparticipants	226119	41	1470
	No Information Provided	2847	25	1408
At-Risk:	Yes	86621	23	1409
	No	167706	60	1537
	No Information Provided	5200	22	1401
Career/Technology Ed.:	Participants	99424	38	1462
	Nonparticipants	154484	53	1514
	No Information Provided	5619	22	1403
Special Ed. Status Not Provided		2765	26	1411
Oral Administration		78	17	1373

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TEXAS END-OF-COURSE — BIOLOGY

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY		
Understanding Concepts		
1. Heredity and Biological Change Over Time	146678	70
2. Structures and Functions in Organisms	141029	67
3. Patterns and Processes in Living Systems	159521	76
4. Ecology	126570	60
Integrating Concepts With Process Skills		
5. Design and Conduct Biological Experiments	123147	59
6. Acquire and Organize Scientific Data	178561	85
7. Interpret and Communicate Scientific Data	180419	86
8. Make Inferences, Predictions, and Generalizations	182266	87
9. Apply Science to Daily Life	169248	81

Number Tested:	209822	Passed	166793	79
Average Scale Score:	1670	Mastered All Objectives	56864	27

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	226075	100
Students Absent	15827	7
Other Students Not Tested	426	0
Number of Students Tested	209822	93

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		BIOLOGY Number Tested	BIOLOGY Percent Passing	BIOLOGY Average Scale Score
All Students Not In Special Education		209822	79	1670
Male		102122	80	1682
Female		107528	79	1659
No Information Provided		172	63	1567
Native American		631	84	1680
Asian		6841	85	1734
African American		27314	64	1569
Hispanic		69522	67	1582
White		104050	92	1752
No Information Provided		1464	67	1603
Economically Disadvantaged:	Yes	65178	66	1578
	No	142581	86	1713
	No Information Provided	2063	68	1605
Title I, Part A:	Participants	47517	69	1599
	Nonparticipants	160395	83	1692
	No Information Provided	1910	68	1599
Migrant:	Yes	2979	55	1531
	No	204855	80	1673
	No Information Provided	1988	67	1600
Limited English Proficient:	Yes	12917	35	1445
	No	194925	83	1686
	No Information Provided	1980	68	1605
Bilingual:	Participants	35	34	1449
	Nonparticipants	207855	80	1671
	No Information Provided	1932	67	1601
ESL:	Participants	9960	31	1428
	Nonparticipants	197974	82	1683
	No Information Provided	1888	67	1600
Gifted/Talented:	Participants	23843	99	1870
	Nonparticipants	184060	77	1645
	No Information Provided	1919	67	1599
At-Risk:	Yes	70248	61	1554
	No	136142	89	1733
	No Information Provided	3432	65	1580
Career/Technology Ed.:	Participants	93430	78	1655
	Nonparticipants	112127	81	1685
	No Information Provided	4265	68	1601
Special Ed. Status Not Provided		1833	67	1599
Oral Administration		40	53	1497

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TEXAS END-OF-COURSE — ENGLISH II
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ENGLISH II		
Reading		
1. Basic Understanding	173482	90
2. Literary Elements and Techniques	158667	82
3. Analysis and Critical Evaluation	165854	86
Writing		
4-5. Written Composition: Effectiveness/Command of Conventions	80776	42

Rating:	NS+	1	2	3	4
Number:	6979	13796	91040	72399	8377
Percent:	4	7	47	38	4

	Mastering Number	Mastering Percent
6. Revising and Proofreading	135311	70

			Number	Percent
Number Tested:	192591	Passed	146027	76
Average Scale Score:	1681	Mastered All Objectives	64538	34

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	210243	100
Students Absent	17110	8
Other Students Not Tested	542	0
Number of Students Tested	192591	92

+ A designation of NS indicates compositions that could not be scored

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ENGLISH II Number Tested	ENGLISH II Percent Passing	ENGLISH II Average Scale Score
All Students Not in Special Education		192591	76	1681
Male		93535	70	1631
Female		98844	81	1728
No Information Provided		212	60	1578
Native American		548	79	1695
Asian		6283	82	1800
African American		25250	62	1577
Hispanic		60812	65	1599
White		98206	86	1752
No Information Provided		1492	55	1534
Economically Disadvantaged:	Yes	56434	63	1581
	No	134016	82	1724
	No Information Provided	2141	56	1546
Title I, Part A:	Participants	42982	67	1616
	Nonparticipants	147583	79	1701
	No Information Provided	2026	55	1540
Migrant:	Yes	2660	56	1539
	No	187854	76	1684
	No Information Provided	2077	56	1545
Limited English Proficient:	Yes	9387	32	1428
	No	181145	78	1695
	No Information Provided	2059	56	1545
Bilingual:	Participants	44	48	1468
	Nonparticipants	190492	76	1682
	No Information Provided	2055	55	1541
ESL:	Participants	6843	27	1398
	Nonparticipants	183772	78	1693
	No Information Provided	1976	55	1541
Gifted/Talented:	Participants	22604	97	1945
	Nonparticipants	167946	73	1647
	No Information Provided	2041	56	1541
At-Risk:	Yes	65077	57	1540
	No	124368	86	1757
	No Information Provided	3146	57	1553
Career/Technology Ed.:	Participants	94237	75	1659
	Nonparticipants	94886	78	1707
	No Information Provided	3468	58	1558
Special Ed. Status Not Provided		1974	55	1539

TEXAS END-OF-COURSE — U.S. HISTORY
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
U.S. HISTORY		
Application and Evaluation of Concepts		
1. Domestic and Foreign Affairs in U.S. History	97603	58
2. Geographic Influences on U.S. History	85873	51
3. Economic Influences on U.S. History	119523	72
4. Social and Cultural Influences on U.S. History	98183	59
5. Political Influences on U.S. History	95240	57
6. Critical-Thinking Skills	128562	77
7. Problem-Solving/Decision-Making Skills	87510	52

Number Tested:	167139	Passed	123475	74
Average Scale Score:	1572	Mastered All Objectives	36575	22

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	182247	100
Students Absent	14906	8
Other Students Not Tested	202	0
Number of Students Tested	167139	92

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		U.S. HISTORY Number Tested	U.S. HISTORY Percent Passing	U.S. HISTORY Average Scale Score
All Students Not In Special Education		167139	74	1572
Male		81113	77	1585
Female		85925	71	1559
No Information Provided		101	50	1487
Native American		493	81	1589
Asian		5760	82	1614
African American		21340	59	1519
Hispanic		51783	58	1519
White		86610	87	1614
No Information Provided		1153	57	1521
Economically Disadvantaged:	Yes	47371	56	1513
	No	118167	81	1596
	No Information Provided	1601	59	1527
Title I, Part A:	Participants	34702	60	1527
	Nonparticipants	130944	78	1584
	No Information Provided	1493	58	1525
Migrant:	Yes	2146	43	1482
	No	163443	74	1573
	No Information Provided	1550	59	1527
Limited English Proficient:	Yes	8680	29	1452
	No	156936	76	1579
	No Information Provided	1523	59	1526
Bilingual:	Participants	29	59	1516
	Nonparticipants	165575	74	1572
	No Information Provided	1535	58	1525
ESL:	Participants	6595	27	1445
	Nonparticipants	159057	76	1577
	No Information Provided	1487	58	1523
Gifted/Talented:	Participants	19018	97	1681
	Nonparticipants	146575	71	1558
	No Information Provided	1546	58	1524
At-Risk:	Yes	54598	52	1503
	No	110144	85	1607
	No Information Provided	2397	56	1518
Career/Technology Ed.:	Participants	88727	73	1565
	Nonparticipants	75822	75	1582
	No Information Provided	2590	57	1519
Special Ed. Status Not Provided		1459	58	1524
Oral Administration		77	47	1489

APPENDIX E

The following TAAS Summary Reports include data for special education students in Grades 3 through 8 (English TAAS), Grades 3 through 6 (Spanish TAAS), and Grades 10 through 12 for the spring 1999 administration. Also included are Summary Reports providing data on special education students who took the Algebra I, Biology, English II, and U.S. History end-of-course tests in spring 1999.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

GRADE: 03
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
READING		
Reading Comprehension		
1. Word Meaning	12759	84
2. Supporting Ideas	11589	77
3. Summarization	10643	70
4. Relationships and Outcomes	11323	75
5. Inferences and Generalizations	13123	87
6. Point of View, Propaganda, and Fact and Opinion	10922	72
Number Tested: 15129 — Met Minimum Expectations	11791	78
Texas Learning Index (TLI): 3-78.7 — Mastered All Objectives	7431	49
MATHEMATICS		
Concepts		
1. Number Concepts	16281	86
2. Algebraic/Mathematical Relations and Functions	16343	87
3. Geometric Properties and Relationships	16839	89
4. Measurement Concepts	14765	78
5. Probability and Statistics	17107	91
Operations		
6. Use of Addition to Solve Problems	16407	87
7. Use of Subtraction to Solve Problems	13910	74
8/9. Use of Multiplication/Division to Solve Problems	13584	72
Problem Solving		
10/13. Problem Solving: Estimation/Reasonableness	10645	56
11. Problem Solving Using Solution Strategies	13908	74
12. Problem Solving Using Mathematical Representation	13369	71
Number Tested: 18862 — Met Minimum Expectations	13346	71
Texas Learning Index (TLI): 3-73.2 — Mastered All Objectives	5374	28

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	39534	100
Students Absent From All Tests	113	0
Students Exempt From All Tests: ARD	19297	49
Students Exempt From All Tests: LEP	352	1
Other Students Not Tested	220	1
Number of Students Tested	19552	49

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	12734	65
Did Not Meet Minimum Expectations On:		
One Test Only	4782	24
Both Tests	2036	10

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Special Education Students	65	15129	78	3-78.7	54	18862	71	3-73.2	59
Male	66	9915	78	3-78.6	53	12732	73	3-74.0	61
Female	63	5197	79	3-79.0	55	6103	66	3-71.7	55
No Information Provided	45	17	59	3-67.6	30	27	52	3-68.8	46
Native American	66	73	78	3-76.9	48	90	71	3-72.4	57
Asian	76	162	87	3-83.3	66	180	82	3-78.4	75
African American	44	1811	62	3-71.3	35	2359	50	3-64.6	37
Hispanic	56	4043	71	3-75.3	43	5359	63	3-70.3	50
White	74	9029	84	3-81.7	62	10853	79	3-76.5	68
No Information Provided	57	11	64	3-76.5	46	21	62	3-71.4	51
Economic Disadvantaged: Yes	55	6715	70	3-74.6	42	9006	61	3-69.7	49
No	74	8387	85	3-82.1	63	9807	80	3-76.6	68
No Information Provided	48	27	56	3-70.5	32	49	53	3-66.3	42
Title I, Part A: Participants	59	7992	73	3-76.3	47	10292	65	3-70.8	53
Nonparticipants	73	7100	84	3-81.5	61	8513	78	3-76.2	67
No Information Provided	52	37	65	3-75.3	43	57	60	3-68.9	48
Migrant: Yes	57	157	65	3-70.9	33	235	60	3-69.5	48
No	65	14943	78	3-78.8	54	18577	71	3-73.3	59
No Information Provided	51	29	62	3-74.2	41	50	54	3-68.7	47
Limited Eng. Proficient: Yes	50	766	64	3-72.3	36	1108	57	3-68.5	46
No	66	14320	79	3-79.1	55	17680	72	3-73.6	60
No Information Provided	49	43	60	3-72.3	35	74	54	3-67.3	44
Bilingual: Participants	50	360	61	3-72.1	35	523	58	3-69.1	47
Nonparticipants	66	14738	78	3-78.9	54	18287	71	3-73.4	60
No Information Provided	49	31	65	3-74.6	42	52	54	3-68.5	46
ESL: Participants	53	211	70	3-73.4	38	303	58	3-68.3	46
Nonparticipants	65	14884	78	3-78.8	54	18505	71	3-73.3	60
No Information Provided	47	34	62	3-72.8	38	54	52	3-67.9	44
Gifted/Talented: Participants	98	721	99	3-91.0	88	744	99	3-87.0	92
Nonparticipants	64	14378	77	3-78.1	52	18068	70	3-72.7	57
No Information Provided	45	30	57	3-72.7	38	50	48	3-67.8	44
At-Risk: Yes	55	4871	68	3-73.8	39	6759	61	3-69.6	48
No	71	10231	83	3-81.1	61	12056	76	3-75.3	65
No Information Provided	54	27	63	3-73.5	40	47	57	3-70.4	50
Oral Administration: Math	52	1949	56	3-68.3	28	5296	58	3-68.9	46

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 04
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		9512	62
2. Supporting Ideas		12390	81
3. Summarization		7789	51
4. Relationships and Outcomes		10669	69
5. Inferences and Generalizations		10677	69
6. Point of View, Propaganda, and Fact and Opinion		10599	69
Number Tested: 15378	Met Minimum Expectations	11498	75
Texas Learning Index (TLI): 4-77.9	Mastered All Objectives	5003	33
MATHEMATICS			
Concepts			
1. Number Concepts		17055	89
2. Algebraic/Mathematical Relations and Functions		17099	89
3. Geometric Properties and Relationships		16617	87
4. Measurement Concepts		16918	88
5. Probability and Statistics		15399	80
Operations			
6. Use of Addition to Solve Problems		16609	87
7. Use of Subtraction to Solve Problems		12354	64
8. Use of Multiplication to Solve Problems		11496	60
9. Use of Division to Solve Problems		12839	67
Problem Solving			
10/13. Problem Solving: Estimation/Reasonableness		7811	41
11. Problem Solving Using Solution Strategies		11387	59
12. Problem Solving Using Mathematical Representation		13308	69
Number Tested: 19158	Met Minimum Expectations	13793	72
Texas Learning Index (TLI): 4-74.8	Mastered All Objectives	3623	19
WRITING			
Written Communication			
1-4. Written Composition - Narrative		5148	37

Rating:	0	1	2	3	4
Number:	77	1747	7070	4808	340
Percent:	1	12	50	34	2

		Mastering Number	Mastering Percent
5. Sentence Construction		8449	60
6. English Usage		11874	85
7. Use of Spelling, Capitalization, and Punctuation		7301	52
Number Tested: 14042	Met Minimum Expectations	10035	71
Average Scale Score: 1577	Mastered All Objectives	3040	22

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	45401	100
Students Absent From All Tests	24	0
Students Exempt From All Tests: ARD	21466	47
Students Exempt From All Tests: LEP	186	0
Other Students Not Tested	2205	5
Number of Students Tested in:		
Reading, Mathematics	20388	45
Reading, Mathematics, Writing	21520	47

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	13230	65
Reading, Mathematics, Writing	12536	58
Did Not Meet Minimum Expectations On:		
One Test Only	5771	27
Two Tests Only	2158	10
All Three Tests	1055	5

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 04
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	58	15378	75	4-77.9	52	19158	72	4-74.8	63	14042	71	1577
Male	59	10014	75	4-78.0	52	12928	73	4-75.3	64	8939	70	1571
Female	57	5358	75	4-77.8	51	6224	69	4-73.7	60	5100	73	1588
No Information Provided	50	6	67	4-74.5	41	6	50	4-68.7	48	3	---	---
Native American	57	72	74	4-78.0	52	86	73	4-74.2	61	61	74	1587
Asian	77	180	86	4-83.0	66	206	88	4-80.7	81	175	86	1666
African American	42	1897	61	4-71.6	35	2481	54	4-68.5	46	1876	60	1526
Hispanic	49	4256	65	4-73.4	39	5716	64	4-72.2	55	3979	66	1549
White	67	8969	82	4-81.3	61	10662	80	4-77.5	70	7946	77	1601
No Information Provided	22	4	---	---	---	7	57	4-67.4	41	5	20	1476
Economically Disadvantaged: Yes	49	7036	65	4-73.2	39	9521	64	4-71.8	54	6590	63	1537
No	68	8324	83	4-81.9	63	9612	80	4-77.7	71	7438	79	1613
No Information Provided	39	18	67	4-70.1	35	25	52	4-67.2	43	14	50	1481
Title I, Part A: Participants	52	7919	68	4-74.7	43	10417	67	4-72.9	58	7364	65	1548
Nonparticipants	66	7439	82	4-81.3	61	8715	78	4-77.0	69	6666	78	1609
No Information Provided	33	20	65	4-69.8	34	26	46	4-64.8	37	12	42	1478
Migrant: Yes	47	197	57	4-69.5	32	291	61	4-71.3	53	193	59	1531
No	58	15163	75	4-78.0	52	18843	72	4-74.8	63	13841	72	1578
No Information Provided	38	18	56	4-70.2	37	24	50	4-64.9	38	8	50	1434
Limited English Proficient: Yes	42	751	55	4-69.0	29	1224	58	4-70.4	50	763	55	1510
No	59	14610	76	4-78.4	53	17910	73	4-75.1	64	13272	72	1581
No Information Provided	32	17	47	4-67.2	31	24	50	4-63.8	35	7	43	1470
Bilingual: Participants	41	357	51	4-68.1	28	581	58	4-71.0	52	376	52	1509
Nonparticipants	59	14989	75	4-78.1	53	18537	72	4-74.9	63	13646	72	1579
No Information Provided	42	32	69	4-74.3	45	40	50	4-66.8	42	20	65	1570
ESL: Participants	42	217	59	4-69.7	30	361	58	4-69.3	48	194	60	1520
Nonparticipants	59	15126	75	4-78.0	52	18753	72	4-74.9	63	13826	72	1578
No Information Provided	44	35	66	4-73.6	44	44	55	4-67.8	44	22	59	1540
Gifted/Talented: Participants	93	635	98	4-92.7	91	645	96	4-86.0	92	603	96	1765
Nonparticipants	57	14725	74	4-77.3	49	18490	71	4-74.4	62	13430	70	1569
No Information Provided	40	18	61	4-71.7	38	23	57	4-66.9	44	9	56	1494
At-Risk: Yes	47	6911	63	4-72.0	35	9259	62	4-71.2	52	6485	61	1526
No	70	8432	85	4-82.8	66	9858	81	4-78.1	73	7532	81	1621
No Information Provided	37	35	63	4-71.9	37	41	51	4-67.6	45	25	56	1491
Oral Administration: Math	49	2463	55	4-69.2	29	6261	61	4-71.0	51	2173	52	1497

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

GRADE: 05
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		6248	38
2. Supporting Ideas		13466	82
3. Summarization		7894	48
4. Relationships and Outcomes		10099	61
5. Inferences and Generalizations		13269	81
6. Point of View, Propaganda, and Fact and Opinion		10886	66
Number Tested: 16475	Met Minimum Expectations	11328	69
Texas Learning Index (TLI): 5-76.0	Mastered All Objectives	3642	22
MATHEMATICS			
Concepts			
1. Number Concepts		11163	58
2. Algebraic/Mathematical Relations and Functions		17328	90
3. Geometric Properties and Relationships		17663	92
4. Measurement Concepts		16150	84
5. Probability and Statistics		14412	75
Operations			
6. Use of Addition to Solve Problems		14699	77
7. Use of Subtraction to Solve Problems		12664	66
8. Use of Multiplication to Solve Problems		13406	70
9. Use of Division to Solve Problems		14891	78
Problem Solving			
10. Problem Solving Using Estimation		13805	72
11. Problem Solving Using Solution Strategies		10361	54
12. Problem Solving Using Mathematical Representation		12950	67
13. Evaluation of the Reasonableness of a Solution		7416	39
Number Tested: 19195	Met Minimum Expectations	14229	74
Texas Learning Index (TLI): 5-76.2	Mastered All Objectives	3149	16

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	46423	100
Students Absent From All Tests	177	0
Students Exempt From All Tests: ARD	24871	54
Students Exempt From All Tests: LEP	180	0
Other Students Not Tested	306	1
Number of Students Tested	20889	45

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	13098	63
Did Not Meet Minimum Expectations On:		
One Test Only	5469	26
Both Tests	2322	11

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	READING				MATHEMATICS			
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR
All Special Education Students	63	16475	69	5-76.0	47	19195	74	5-76.2	68
Male	65	10724	70	5-76.5	49	13025	76	5-76.9	70
Female	59	5748	66	5-75.2	44	6168	71	5-74.7	63
No Information Provided	---	3	---	---	---	2	---	---	---
Native American	69	60	73	5-77.8	50	71	83	5-77.7	69
Asian	78	172	82	5-82.0	63	199	89	5-82.5	84
African American	46	2157	56	5-69.8	32	2594	57	5-69.6	49
Hispanic	54	4834	58	5-71.1	34	6094	68	5-73.8	61
White	72	9248	77	5-80.0	57	10232	82	5-79.2	75
No Information Provided	14	4	---	---	---	5	40	5-67.4	44
Economic Disadvantaged: Yes	54	7845	59	5-71.5	35	9717	67	5-73.4	60
No	72	8614	78	5-80.2	58	9462	82	5-79.0	75
No Information Provided	40	16	50	5-67.9	26	16	50	5-70.3	51
Title I, Part A: Participants	57	8380	62	5-72.8	39	10309	70	5-74.5	63
Nonparticipants	69	8073	76	5-79.4	56	8858	79	5-78.1	73
No Information Provided	34	22	41	5-65.6	23	28	54	5-70.2	47
Migrant: Yes	49	226	45	5-66.7	25	313	67	5-73.7	61
No	63	16240	69	5-76.2	47	18874	74	5-76.2	68
No Information Provided	40	9	44	5-68.2	26	8	63	5-70.5	51
Limited Eng. Proficient: Yes	45	938	43	5-64.1	21	1367	60	5-70.8	53
No	64	15527	70	5-76.8	49	17818	75	5-76.6	69
No Information Provided	42	10	50	5-64.3	21	10	50	5-67.9	45
Bilingual: Participants	42	463	39	5-62.5	19	664	58	5-70.3	51
Nonparticipants	63	15994	70	5-76.4	48	18512	75	5-76.4	68
No Information Provided	48	18	61	5-70.1	30	19	68	5-73.6	59
ESL: Participants	44	265	42	5-63.1	19	385	60	5-70.2	51
Nonparticipants	63	16192	69	5-76.3	47	18791	74	5-76.3	68
No Information Provided	48	18	61	5-70.0	30	19	74	5-74.8	61
Gifted/Talented: Participants	97	543	98	5-93.8	91	557	98	5-88.3	95
Nonparticipants	62	15921	68	5-75.4	45	18628	73	5-75.8	66
No Information Provided	42	11	55	5-68.4	26	10	50	5-66.1	38
At-Risk: Yes	52	9098	58	5-71.1	34	10995	66	5-73.0	58
No	77	7369	82	5-82.2	63	8190	85	5-80.4	79
No Information Provided	36	8	50	5-70.8	30	10	50	5-69.7	45
Oral Administration: Math	54	2627	50	5-67.8	28	5734	65	5-72.7	56

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 06
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		10139	56
2. Supporting Ideas		15862	88
3. Summarization		3907	22
4. Relationships and Outcomes		7897	44
5. Inferences and Generalizations		9484	53
6. Point of View, Propaganda, and Fact and Opinion		10207	57
Number Tested: 17952	Met Minimum Expectations	10982	61
Texas Learning Index (TLI): 6-73.4	Mastered All Objectives	2242	12
MATHEMATICS			
Concepts			
1. Number Concepts		18565	92
2. Algebraic/Mathematical Relations and Functions		15642	78
3. Geometric Properties and Relationships		13815	69
4. Measurement Concepts		17023	85
5. Probability and Statistics		9238	46
Operations			
6. Use of Addition to Solve Problems		16167	80
7. Use of Subtraction to Solve Problems		12572	63
8. Use of Multiplication to Solve Problems		12581	63
9. Use of Division to Solve Problems		12882	64
Problem Solving			
10. Problem Solving Using Estimation		16568	82
11. Problem Solving Using Solution Strategies		3892	19
12. Problem Solving Using Mathematical Representation		11034	55
13. Evaluation of the Reasonableness of a Solution		10616	53
Number Tested: 20096	Met Minimum Expectations	12782	64
Texas Learning Index (TLI): 6-72.4	Mastered All Objectives	1761	9

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	46026	100
Students Absent From All Tests	247	1
Students Exempt From All Tests: ARD	23581	51
Students Exempt From All Tests: LEP	81	0
Other Students Not Tested	274	1
Number of Students Tested	21843	47

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	11382	52
Did Not Meet Minimum Expectations On:		
One Test Only	6638	30
Both Tests	3823	18

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Special Education Students	52	17952	61	6-73.4	39	20096	64	6-72.4	57
Male	53	11636	61	6-73.3	39	13443	65	6-72.9	59
Female	51	6315	61	6-73.6	39	6653	61	6-71.5	54
No Information Provided	---	1	---	---	---	0	---	---	---
Native American	45	67	63	6-74.1	41	68	56	6-71.1	54
Asian	66	193	70	6-77.5	50	213	80	6-78.4	74
African American	38	2453	50	6-68.3	28	2806	47	6-66.1	40
Hispanic	41	5741	48	6-68.3	28	6750	55	6-69.4	48
White	63	9491	72	6-77.7	49	10253	73	6-76.0	67
No Information Provided	43	7	71	6-73.7	43	6	50	6-73.5	59
Economic Disadvantaged: Yes	43	8770	51	6-69.2	30	10294	56	6-69.5	49
No	61	9157	71	6-77.4	49	9778	72	6-75.5	66
No Information Provided	43	25	64	6-69.1	29	24	42	6-67.0	43
Title I, Part A: Participants	46	7474	54	6-70.2	32	8779	59	6-70.6	52
Nonparticipants	57	10446	67	6-75.7	45	11284	67	6-73.9	62
No Information Provided	32	32	47	6-63.1	20	33	36	6-63.8	38
Migrant: Yes	42	261	42	6-65.8	23	348	56	6-68.6	47
No	52	17674	61	6-73.5	39	19728	64	6-72.5	58
No Information Provided	43	17	65	6-67.8	28	20	45	6-66.9	44
Limited Eng. Proficient: Yes	29	1223	30	6-61.7	17	1590	46	6-66.1	40
No	54	16711	63	6-74.3	41	18486	65	6-73.0	59
No Information Provided	45	18	67	6-68.7	29	20	45	6-66.9	44
Bilingual: Participants	38	143	34	6-63.1	19	209	55	6-68.8	46
Nonparticipants	52	17786	61	6-73.5	39	19857	64	6-72.5	58
No Information Provided	48	23	65	6-71.0	36	30	53	6-68.7	49
ESL: Participants	27	749	26	6-60.3	15	945	45	6-65.8	39
Nonparticipants	53	17178	63	6-74.0	40	19119	65	6-72.8	58
No Information Provided	52	25	68	6-72.2	38	32	56	6-69.7	52
Gifted/Talented: Participants	86	433	90	6-89.2	83	446	90	6-83.8	90
Nonparticipants	51	17497	60	6-73.0	38	19626	63	6-72.2	56
No Information Provided	50	22	68	6-69.9	31	24	50	6-67.4	45
At-Risk: Yes	42	10278	51	6-69.1	29	11798	55	6-69.4	48
No	67	7657	75	6-79.2	54	8276	76	6-76.8	70
No Information Provided	30	17	53	6-63.9	19	22	36	6-64.4	37
Oral Administration: Math	46	2144	47	6-68.0	27	4344	57	6-69.9	49

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

GRADE: 07
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		15095	82
2. Supporting Ideas		14206	78
3. Summarization		6958	38
4. Relationships and Outcomes		12095	66
5. Inferences and Generalizations		8432	46
6. Point of View, Propaganda, and Fact and Opinion		11326	62
Number Tested: 18305	Met Minimum Expectations	10427	57
Texas Learning Index (TLI): 7-70.8	Mastered All Objectives	4302	24
MATHEMATICS			
Concepts			
1. Number Concepts		17320	91
2. Algebraic/Mathematical Relations and Functions		14317	75
3. Geometric Properties and Relationships		14594	76
4. Measurement Concepts		9853	52
5. Probability and Statistics		9114	48
Operations			
6. Use of Addition to Solve Problems		12895	67
7. Use of Subtraction to Solve Problems		11920	62
8. Use of Multiplication to Solve Problems		10249	54
9. Use of Division to Solve Problems		10572	55
Problem Solving			
10. Problem Solving Using Estimation		12866	67
11. Problem Solving Using Solution Strategies		10396	54
12. Problem Solving Using Mathematical Representation		2343	12
13. Evaluation of the Reasonableness of a Solution		10545	55
Number Tested: 19114	Met Minimum Expectations	10843	57
Texas Learning Index (TLI): 7-69.4	Mastered All Objectives	1225	6

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	43605	100
Students Absent From All Tests	429	1
Students Exempt From All Tests: ARD	21638	50
Students Exempt From All Tests: LEP	61	0
Other Students Not Tested	325	1
Number of Students Tested	21152	49

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	9672	46
Did Not Meet Minimum Expectations On:		
One Test Only	6811	32
Both Tests	4669	22

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	READING Number Tested	READING Pct Met Min Exp	READING Average TLI	READING Texas PR	MATHEMATICS Number Tested	MATHEMATICS Pct Met Min Exp	MATHEMATICS Average TLI	MATHEMATICS Texas PR
All Special Education Students	46	18305	57	7-70.8	32	19114	57	7-69.4	49
Male	46	12014	56	7-70.4	32	12912	57	7-69.6	49
Female	46	6289	59	7-71.5	33	6200	56	7-69.1	47
No Information Provided	---	2	---	---	---	2	---	---	---
Native American	47	63	54	7-69.1	33	67	66	7-71.0	54
Asian	57	161	69	7-74.6	41	173	71	7-74.7	65
African American	31	2466	43	7-65.6	22	2563	40	7-62.9	32
Hispanic	36	5782	45	7-66.3	24	6279	49	7-66.5	40
White	56	9827	67	7-74.7	41	10026	66	7-72.9	58
No Information Provided	57	6	83	7-80.8	60	6	50	7-60.2	26
Economic Disadvantaged: Yes	37	8607	46	7-66.7	24	9216	49	7-66.4	40
No	54	9665	67	7-74.4	40	9866	64	7-72.3	56
No Information Provided	40	33	58	7-68.4	29	32	38	7-58.3	25
Title I, Part A: Participants	38	6200	48	7-67.3	26	6647	51	7-66.9	42
Nonparticipants	50	12068	62	7-72.6	36	12433	60	7-70.8	52
No Information Provided	29	37	43	7-64.5	23	34	38	7-59.2	26
Migrant: Yes	34	275	37	7-63.3	19	324	49	7-66.2	40
No	46	18002	57	7-70.9	33	18761	57	7-69.5	49
No Information Provided	21	28	39	7-61.6	19	29	24	7-53.3	16
Limited Eng. Proficient: Yes	25	1198	28	7-60.1	15	1375	40	7-63.2	33
No	47	17084	59	7-71.5	34	17715	58	7-69.9	50
No Information Provided	21	23	43	7-63.6	21	24	21	7-53.4	16
Bilingual: Participants	17	10	40	7-60.5	15	9	22	7-54.8	17
Nonparticipants	46	18265	57	7-70.8	32	19076	57	7-69.5	49
No Information Provided	38	30	57	7-68.5	31	29	38	7-58.7	25
ESL: Participants	25	804	28	7-60.3	15	918	42	7-63.6	33
Nonparticipants	47	17470	58	7-71.3	34	18165	58	7-69.7	49
No Information Provided	39	31	55	7-68.4	31	31	39	7-59.5	27
Gifted/Talented: Participants	82	410	89	7-85.8	74	413	87	7-82.6	85
Nonparticipants	45	17872	56	7-70.4	32	18679	56	7-69.2	48
No Information Provided	30	23	52	7-67.7	28	22	27	7-56.3	21
At-Risk: Yes	36	10998	48	7-67.3	25	11648	48	7-66.4	40
No	61	7281	71	7-76.0	45	7441	71	7-74.2	62
No Information Provided	28	26	38	7-63.3	21	25	32	7-56.3	20
Career/Tech. Ed.: Participants	50	2783	59	7-71.5	34	2956	61	7-70.9	52
Nonparticipants	45	15439	57	7-70.7	32	16075	56	7-69.2	48
No Information Provided	29	83	48	7-66.7	25	83	31	7-59.3	26
Oral Administration: Math	39	1511	43	7-65.9	23	2769	50	7-67.3	42

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		10365	59
2. Supporting Ideas		8872	51
3. Summarization		7456	42
4. Relationships and Outcomes		11944	68
5. Inferences and Generalizations		9480	54
6. Point of View, Propaganda, and Fact and Opinion		8450	48
Number Tested: **17556**	Met Minimum Expectations	11066	63
Texas Learning Index (TLI): **8-71.8**	Mastered All Objectives	3295	19
MATHEMATICS			
Concepts			
1. Number Concepts		8543	49
2. Algebraic/Mathematical Relations and Functions		12226	71
3. Geometric Properties and Relationships		11435	66
4. Measurement Concepts		9835	57
5. Probability and Statistics		14200	82
Operations			
6. Use of Addition to Solve Problems		14120	81
7. Use of Subtraction to Solve Problems		12892	74
8. Use of Multiplication to Solve Problems		11977	69
9. Use of Division to Solve Problems		9499	55
Problem Solving			
10. Problem Solving Using Estimation		10847	63
11. Problem Solving Using Solution Strategies		4560	26
12. Problem Solving Using Mathematical Representation		7746	45
13. Evaluation of the Reasonableness of a Solution		11054	64
Number Tested: **17335**	Met Minimum Expectations	10032	58
Texas Learning Index (TLI): **8-69.7**	Mastered All Objectives	1842	11
WRITING			
Written Communication			
1-4. Written Composition - Informative		3747	23

Rating:	0	1	2	3	4
Number:	138	3155	9237	3608	139
Percent:	1	19	57	22	1

		Mastering Number	Mastering Percent
5. Sentence Construction		6234	38
6. English Usage		12149	75
7. Use of Spelling, Capitalization, and Punctuation		3039	19
Number Tested: **16277**	Met Minimum Expectations	8691	53
Average Scale Score: **1500**	Mastered All Objectives	955	6

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	41848	100
Students Absent From All Tests	90	0
Students Exempt From All Tests: ARD	16878	40
Students Exempt From All Tests: LEP	31	0
Other Students Not Tested	2358	6
Number of Students Tested in:		
Reading, Mathematics	19570	47
Reading, Mathematics, Writing	21139	51
Reading, Mathematics, Writing, Science, Social Studies	22491	54

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	9808	50
Reading, Mathematics, Writing	8514	40
Reading, Mathematics, Writing, Science, Social Studies	6186	28
Did Not Meet Minimum Expectations On:		
One Test Only	5664	25
Two Tests Only	3940	18
Three Tests Only	2738	12
Four Tests Only	2318	10
All Five Tests	1645	7

Science and Social Studies results can be found on Page 3.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	40	17556	63	8-71.8	35	17335	58	8-69.7	49	16277	53	1500
Male	39	11698	62	8-71.3	34	11866	59	8-70.1	50	10773	50	1489
Female	42	5854	66	8-72.9	37	5465	54	8-68.8	46	5502	60	1523
No Information Provided	---	4	---	---	---	4	---	---	---	2	---	---
Native American	37	68	65	8-72.1	34	60	52	8-68.9	46	59	53	1494
Asian	48	169	64	8-73.1	40	176	68	8-73.7	60	157	63	1552
African American	29	2340	51	8-66.9	25	2303	40	8-63.6	34	2186	44	1467
Hispanic	32	5301	52	8-67.8	26	5431	50	8-66.9	41	5024	45	1473
White	48	9673	72	8-75.3	43	9358	67	8-72.8	57	8847	60	1523
No Information Provided	20	5	20	8-56.2	11	7	43	8-60.4	26	4	---	---
Economically Disadvantaged: Yes	33	7548	54	8-68.3	28	7603	50	8-66.8	41	7042	45	1471
No	46	9975	70	8-74.6	41	9699	64	8-71.9	55	9213	60	1523
No Information Provided	33	33	52	8-63.9	21	33	39	8-62.6	33	22	55	1466
Title I, Part A: Participants	35	5447	56	8-69.0	29	5524	53	8-68.0	44	5114	47	1479
Nonparticipants	43	12068	66	8-73.2	38	11770	60	8-70.5	51	11136	57	1510
No Information Provided	25	41	34	8-57.5	13	41	29	8-58.0	23	27	19	1367
Migrant: Yes	30	266	43	8-63.2	19	283	52	8-66.6	40	247	36	1440
No	40	17266	63	8-72.0	35	17031	58	8-69.7	49	16015	54	1501
No Information Provided	24	24	38	8-59.6	16	21	38	8-62.4	32	15	13	1297
Limited English Proficient: Yes	18	993	32	8-60.0	15	1075	39	8-63.0	32	968	25	1402
No	42	16540	65	8-72.6	37	16241	59	8-70.1	50	15295	55	1507
No Information Provided	26	23	39	8-59.3	16	19	42	8-61.4	30	14	14	1291
Bilingual: Participants	9	6	33	8-67.0	26	9	22	8-54.0	17	6	33	1422
Nonparticipants	40	17523	63	8-71.9	35	17302	58	8-69.7	49	16252	53	1500
No Information Provided	27	27	44	8-63.1	21	24	42	8-63.6	35	19	21	1338
ESL: Participants	16	633	29	8-58.9	14	690	38	8-62.5	31	616	22	1395
Nonparticipants	41	16897	64	8-72.3	36	16622	59	8-70.0	49	15644	55	1505
No Information Provided	30	26	50	8-64.9	24	23	48	8-65.6	39	17	24	1337
Gifted/Talented: Participants	76	370	90	8-86.3	78	377	88	8-82.0	83	352	83	1656
Nonparticipants	40	17162	62	8-71.5	34	16937	57	8-69.4	48	15910	53	1497
No Information Provided	24	24	46	8-62.1	19	21	38	8-63.3	33	15	13	1311
At-Risk: Yes	32	10525	55	8-68.6	28	10387	49	8-67.0	41	9833	46	1476
No	53	7005	75	8-76.8	47	6925	71	8-73.8	60	6426	65	1537
No Information Provided	31	26	46	8-60.4	18	23	43	8-63.2	34	18	33	1357
Career/Technology Educ.: Participants	39	4505	62	8-71.7	35	4441	58	8-69.7	49	4220	52	1496
Nonparticipants	41	12960	63	8-71.9	35	12806	58	8-69.7	49	11973	54	1502
No Information Provided	31	91	54	8-67.4	27	88	43	8-65.2	38	84	43	1451
Oral Administration: Math	32	1158	47	8-65.4	23	1938	51	8-67.6	42	1059	35	1451

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

Page 3 of 3

GRADE: 08
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
SCIENCE		
Integrating Concepts With Process Skills		
1. Scientific Inquiry, Inference, and Communication	17436	92
2. Critical Thinking and Problem Solving	9239	49
Understanding Concepts		
3. Living System Interdependency/Genetic Change	6628	35
4. Characteristics of the Universe/Matter and Energy	16394	87
5. Earth Systems/Natural Events and Human Activities	10467	55

Number Tested: 18946	Met Minimum Expectations	12624	67
Average Scale Score: 1543	Mastered All Objectives	4515	24

	Mastering Number	Mastering Percent
SOCIAL STUDIES		
Understanding Social Studies Concepts and Information		
1. Civic Values and Responsibilities	8401	44
2. Economic Influences on U.S. History	7648	40
3. Political Influences on U.S. History	7091	37
4. Geographic Influences on U.S. History	12473	65
5. Historical Concepts and Information	6416	34
6. Sociological and Cultural Influences on U.S. History	7452	39
7. Interpret Social Studies Data	12054	63
8. Critical-Thinking Skills	7787	41

Number Tested: 19092	Met Minimum Expectations	7538	39
Average Scale Score: 1472	Mastered All Objectives	1384	7

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken [R, W, M, S, SS]	SCIENCE			SOCIAL STUDIES		
		Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	28	18946	67	1543	19092	39	1472
Male	29	12775	70	1553	12844	43	1478
Female	25	6168	60	1521	6245	33	1460
No Information Provided	---	3	---	---	3	---	---
Native American	28	65	72	1552	68	37	1469
Asian	36	183	69	1555	185	55	1504
African American	16	2660	46	1485	2669	24	1431
Hispanic	18	5967	54	1505	5985	25	1438
White	36	10064	79	1580	10177	52	1502
No Information Provided	9	7	43	1457	8	13	1408
Economic Disadvantaged: Yes	20	8410	56	1511	8480	28	1443
No	34	10499	75	1568	10574	49	1495
No Information Provided	21	37	54	1495	38	21	1430
Title I, Part A: Participants	21	6201	58	1515	6186	29	1446
Nonparticipants	31	12704	71	1556	12866	44	1485
No Information Provided	18	41	32	1470	40	20	1408
Migrant: Yes	15	336	47	1478	341	18	1419
No	28	18584	67	1544	18727	40	1473
No Information Provided	19	26	42	1477	24	21	1425
Limited Eng. Proficient: Yes	9	1220	35	1458	1234	12	1399
No	29	17701	69	1549	17836	41	1477
No Information Provided	21	25	40	1466	22	23	1416
Bilingual: Participants	8	8	50	1474	9	22	1420
Nonparticipants	28	18910	67	1543	19057	40	1472
No Information Provided	22	28	46	1486	26	27	1448
ESL: Participants	8	736	30	1450	738	10	1396
Nonparticipants	28	18184	68	1546	18329	41	1475
No Information Provided	23	26	54	1503	25	32	1460
Gifted/Talented: Participants	71	373	91	1668	372	82	1602
Nonparticipants	27	18548	66	1540	18696	39	1469
No Information Provided	17	25	44	1483	24	25	1440
At-Risk: Yes	20	11617	59	1519	11682	30	1448
No	41	7301	78	1581	7383	55	1509
No Information Provided	20	28	39	1475	27	26	1424
Career/Tech. Ed.: Participants	28	4781	69	1549	4810	42	1477
Nonparticipants	27	14074	66	1541	14191	39	1470
No Information Provided	21	91	54	1514	91	29	1444
Oral Administration: Science	16	1786	55	1510	1726	26	1440
Social Studies	15	1731	56	1510	1796	26	1439

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

GRADE: 03-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
Comprensión de lectura		
1. Significado de palabras	250	56
2. Ideas complementarias	203	46
3. Resumenes	149	34
4. Relaciones y resultados	228	51
5. Inferencias y generalizaciones	300	68
6. Punto de vista, propaganda, hechos y opiniones	217	49
Number Tested: 444		
Average Scale Score: 1510		
Met Minimum Expectations	233	52
Mastered All Objectives	80	18
MATEMÁTICAS (MATHEMATICS)		
Conceptos		
1. Conceptos numéricos	375	74
2. Relaciones y funciones matemáticas/algebraicas	378	74
3. Propiedades y relaciones geométricas	406	80
4. Conceptos de medida	309	61
5. Probabilidad y estadística	375	74
Operaciones		
6. Uso de la suma para resolver problemas	401	79
7. Uso de la resta para resolver problemas	290	57
8/9. Uso de la multiplicación/división para resolver problemas	309	61
Resolución de problemas		
10/13. Resolución de problemas usando estimaciones/evaluación de lo razonable	159	31
11. Uso de estrategias para solucionar problemas	284	56
12. Resolución de problemas usando representaciones matemáticas	220	43
Number Tested: 508		
Average Scale Score: 1512		
Met Minimum Expectations	271	53
Mastered All Objectives	54	11

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1315	100
Students Absent From All Tests	3	0
Students Exempt From All Tests: ARD	637	48
Students Exempt From All Tests: LEP	115	9
Other Students Not Tested	12	1
Number of Students Tested	548	42

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	237	43
Did Not Meet Minimum Expectations On:		
One Test Only	174	32
Both Tests	137	25

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING) Number Tested	LECTURA (READING) Pct Met Min Exp	LECTURA (READING) Average Scale Score	MATEMÁTICAS (MATHEMATICS) Number Tested	MATEMÁTICAS (MATHEMATICS) Pct Met Min Exp	MATEMÁTICAS (MATHEMATICS) Average Scale Score
All Special Education Students	43	444	52	1510	508	53	1512
Male	44	276	50	1503	331	54	1514
Female	42	168	57	1521	176	52	1508
No Information Provided	---	0	---	---	1	---	---
Native American	---	0	---	---	0	---	---
Asian	---	0	---	---	0	---	---
African American	---	0	---	---	0	---	---
Hispanic	43	443	52	1509	506	53	1512
White	---	1	---	---	1	---	---
No Information Provided	---	0	---	---	1	---	---
Economic Disadvantaged: Yes	42	421	51	1508	482	53	1511
No	61	23	74	1545	25	68	1536
No Information Provided	---	0	---	---	1	---	---
Title I, Part A: Participants	42	410	51	1506	475	52	1510
Nonparticipants	64	33	70	1562	32	72	1549
No Information Provided	---	1	---	---	1	---	---
Migrant: Yes	48	21	62	1554	30	53	1525
No	43	422	52	1508	477	53	1512
No Information Provided	---	1	---	---	1	---	---
Bilingual: Participants	44	431	52	1509	491	54	1514
Nonparticipants	42	11	64	1539	10	40	1491
No Information Provided	14	2	---	---	7	29	1446
ESL: Participants	---	1	---	---	1	---	---
Nonparticipants	44	441	53	1510	499	54	1513
No Information Provided	25	2	---	---	8	50	1475
Gifted/Talented: Participants	100	5	100	1684	5	100	1752
Nonparticipants	43	438	52	1508	502	53	1510
No Information Provided	---	1	---	---	1	---	---
At-Risk: Yes	43	427	53	1510	486	54	1513
No	46	16	50	1518	20	45	1495
No Information Provided	---	1	---	---	2	---	---
Oral Administration: Math	33	17	29	1461	79	37	1477

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 04-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

		Mastering Number	Mastering Percent
LECTURA (READING)			
Comprensión de lectura			
1. Significado de palabras		120	40
2. Ideas complementarias		132	44
3. Resúmenes		56	19
4. Relaciones y resultados		108	36
5. Inferencias y generalizaciones		116	39
6. Punto de vista, propaganda, hechos y opiniones		139	46
Number Tested: 301	Met Minimum Expectations	90	30
Average Scale Score: 1441	Mastered All Objectives	27	9
MATEMÁTICAS (MATHEMATICS)			
Conceptos			
1. Conceptos numéricos		230	71
2. Relaciones y funciones matemáticas/algebraicas		232	71
3. Propiedades y relaciones geométricas		230	71
4. Conceptos de medida		251	77
5. Probabilidad y estadística		178	55
Operaciones			
6. Uso de la suma para resolver problemas		269	83
7. Uso de la resta para resolver problemas		163	50
8. Uso de la multiplicación para resolver problemas		126	39
9. Uso de la división para resolver problemas		176	54
Resolución de problemas			
10/13. Resolución de problemas usando estimaciones/ evaluación de lo razonable		79	24
11. Uso de estrategias para solucionar problemas		111	34
12. Resolución de problemas usando representaciones matemáticas		146	45
Number Tested: 325	Met Minimum Expectations	170	52
Average Scale Score: 1517	Mastered All Objectives	31	10
ESCRITURA (WRITING)			
Comunicación escrita			
1-4. Composición escrita-narrativa		47	16

Rating:	0	1	2	3	4
Number:	5	75	167	44	3
Percent:	2	26	57	15	1

		Mastering Number	Mastering Percent
5. Estructura de oraciones		143	49
6. Uso del español		207	70
7. Uso de ortografía, mayúsculas y puntuación		103	35
Number Tested: 294	Met Minimum Expectations	128	44
Average Scale Score: 1466	Mastered All Objectives	21	7

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	940	100
Students Absent From All Tests	0	0
Students Exempt From All Tests: ARD	366	39
Students Exempt From All Tests: LEP	17	2
Other Students Not Tested	133	14
Number of Students Tested in:		
Reading, Mathematics	376	40
Reading, Mathematics, Writing	424	45

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken in:		
Reading, Mathematics	108	29
Reading, Mathematics, Writing	100	24
Did Not Meet Minimum Expectations On:		
One Test Only	178	42
Two Tests Only	84	20
All Three Tests	62	15

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - GROUP PERFORMANCE

Page 2 of 2

GRADE: 04-SPANISH
STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	LECTURA (READING)			MATEMÁTICAS (MATHEMATICS)			ESCRITURA (WRITING)		
			Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students		24	301	30	1441	325	52	1517	294	44	1466
Male		23	191	28	1434	215	53	1523	180	43	1462
Female		24	110	34	1452	110	50	1506	114	44	1473
No Information Provided		---	0	---	---	0	---	---	0	---	---
Native American		---	1	---	---	0	---	---	1	---	---
Asian		---	0	---	---	0	---	---	0	---	---
African American		---	1	---	---	0	---	---	1	---	---
Hispanic		24	299	30	1441	325	52	1517	292	44	1467
White		---	0	---	---	0	---	---	0	---	---
No Information Provided		---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged:	Yes	23	273	30	1441	296	52	1517	269	43	1464
	No	30	28	32	1436	28	57	1527	25	52	1486
	No Information Provided	---	0	---	---	1	---	---	0	---	---
Title I, Part A:	Participants	24	286	30	1443	311	53	1518	277	44	1470
	Nonparticipants	15	13	8	1370	11	36	1477	15	33	1399
	No Information Provided	---	2	---	---	3	---	---	2	---	---
Migrant:	Yes	17	14	36	1434	17	41	1482	19	16	1355
	No	24	286	30	1441	306	53	1520	274	46	1475
	No Information Provided	---	1	---	---	2	---	---	1	---	---
Bilingual:	Participants	23	287	29	1438	309	52	1515	276	43	1465
	Nonparticipants	35	10	60	1477	13	62	1542	13	54	1467
	No Information Provided	33	4	---	---	3	---	---	5	60	1524
ESL:	Participants	36	6	50	1443	7	57	1524	10	50	1434
	Nonparticipants	23	289	29	1439	313	52	1517	277	43	1468
	No Information Provided	25	6	33	1502	5	40	1511	7	43	1457
Gifted/Talented:	Participants	44	8	63	1541	6	67	1620	8	75	1553
	Nonparticipants	23	290	29	1438	315	52	1516	283	43	1465
	No Information Provided	---	3	---	---	4	---	---	3	---	---
At-Risk:	Yes	24	277	30	1441	293	53	1520	275	44	1469
	No	22	24	29	1436	31	45	1497	19	42	1422
	No Information Provided	---	0	---	---	1	---	---	0	---	---
Oral Administration:	Math	20	7	0	1380	49	29	1452	7	0	1320

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 05-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
LECTURA (READING)		
Comprensión de lectura		
1. Significado de palabras	3	1
2. Ideas complementarias	76	37
3. Resúmenes	18	9
4. Relaciones y resultados	23	11
5. Inferencias y generalizaciones	67	33
6. Punto de vista, propaganda, hechos y opiniones	73	36
Number Tested: 204 — Met Minimum Expectations	24	12
Average Scale Score: 1388 — Mastered All Objectives	0	0
MATEMÁTICAS (MATHEMATICS)		
Conceptos		
1. Conceptos numéricos	75	34
2. Relaciones y funciones matemáticas/algebraicas	120	55
3. Propiedades y relaciones geométricas	163	75
4. Conceptos de medida	131	60
5. Probabilidad y estadística	62	28
Operaciones		
6. Uso de la suma para resolver problemas	128	59
7. Uso de la resta para resolver problemas	73	33
8. Uso de la multiplicación para resolver problemas	97	44
9. Uso de la división para resolver problemas	114	52
Resolución de problemas		
10. Resolución de problemas usando estimaciones	91	42
11. Uso de estrategias para solucionar problemas	62	28
12. Resolución de problemas usando representaciones matemáticas	59	27
13. Resolución de problemas usando la evaluación de lo razonable	33	15
Number Tested: 218 — Met Minimum Expectations	84	39
Average Scale Score: 1468 — Mastered All Objectives	8	4

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	627	100
Students Absent From All Tests	0	0
Students Exempt From All Tests: ARD	356	57
Students Exempt From All Tests: LEP	11	2
Other Students Not Tested	10	2
Number of Students Tested	250	40

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	36	14
Did Not Meet Minimum Expectations On:		
One Test Only	114	46
Both Tests	100	40

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING) Number Tested	LECTURA (READING) Pct Met Min Exp	LECTURA (READING) Avg Scale Score	MATEMÁTICAS (MATHEMATICS) Number Tested	MATEMÁTICAS (MATHEMATICS) Pct Met Min Exp	MATEMÁTICAS (MATHEMATICS) Avg Scale Score
All Special Education Students		14	204	12	1388	218	39	1468
Male		15	128	9	1382	147	41	1481
Female		13	75	16	1401	70	33	1443
No Information Provided		---	1	---	---	1	---	---
Native American		---	1	---	---	1	---	---
Asian		---	0	---	---	0	---	---
African American		---	0	---	---	0	---	---
Hispanic		14	202	11	1387	216	38	1468
White		---	1	---	---	1	---	---
No Information Provided		---	0	---	---	0	---	---
Economic Disadvantaged:	Yes	15	196	11	1387	210	39	1471
	No	0	8	25	1414	8	25	1399
	No Information Provided	---	0	---	---	0	---	---
Title I, Part A:	Participants	14	190	12	1386	206	36	1465
	Nonparticipants	13	14	7	1423	12	75	1534
	No Information Provided	---	0	---	---	0	---	---
Migrant:	Yes	4	23	4	1378	26	42	1479
	No	16	180	13	1390	191	38	1467
	No Information Provided	---	1	---	---	1	---	---
Bilingual:	Participants	15	196	12	1390	210	39	1469
	Nonparticipants	---	3	---	---	3	---	---
	No Information Provided	20	5	20	1390	5	40	1492
ESL:	Participants	---	3	---	---	3	---	---
	Nonparticipants	15	195	12	1391	209	39	1469
	No Information Provided	17	6	17	1370	6	33	1477
Gifted/Talented:	Participants	20	4	---	---	5	60	1502
	Nonparticipants	14	199	12	1389	212	38	1468
	No Information Provided	---	1	---	---	1	---	---
At-Risk:	Yes	14	198	11	1387	214	38	1467
	No	33	6	33	1437	4	---	---
	No Information Provided	---	0	---	---	0	---	---
Oral Administration:	Math	7	13	0	1348	28	18	1431

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

GRADE: 06-SPANISH
STATEWIDE

REPORT DATE: JULY 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

		Mastering Number	Mastering Percent
LECTURA (READING) **Comprensión de lectura**			
1. Significado de palabras		4	25
2. Ideas complementarias		10	63
3. Resumenes		0	0
4. Relaciones y resultados		3	19
5. Inferencias y generalizaciones		2	13
6. Punto de vista, propaganda, hechos y opiniones		4	25
Number Tested: **16**	Met Minimum Expectations	1	6
Average Scale Score: **1346**	Mastered All Objectives	0	0
MATEMÁTICAS (MATHEMATICS) **Conceptos**			
1. Conceptos numéricos		12	75
2. Relaciones y funciones matemáticas/algebraicas		11	69
3. Propiedades y relaciones geométricas		7	44
4. Conceptos de medida		10	63
5. Probabilidad y estadística		3	19
Operaciones			
6. Uso de la suma para resolver problemas		10	63
7. Uso de la resta para resolver problemas		7	44
8. Uso de la multiplicación para resolver problemas		8	50
9. Uso de la división para resolver problemas		6	38
Resolución de problemas			
10. Resolución de problemas usando estimaciones		10	63
11. Uso de estrategias para solucionar problemas		0	0
12. Resolución de problemas usando representaciones matemáticas		1	6
13. Resolución de problemas usando la evaluación de lo razonable		4	25
Number Tested: **16**	Met Minimum Expectations	1	6
Average Scale Score: **1394**	Mastered All Objectives	0	0

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	86	100
Students Absent From All Tests	0	0
Students Exempt From All Tests: ARD	65	76
Students Exempt From All Tests: LEP	0	0
Other Students Not Tested	4	5
Number of Students Tested	17	20

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	0	0
Did Not Meet Minimum Expectations On:		
One Test Only	4	24
Both Tests	13	76

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, M)	LECTURA (READING) Number Tested	LECTURA (READING) Pct Met Min Exp	LECTURA (READING) Avg Scale Score	MATEMÁTICAS (MATHEMATICS) Number Tested	MATEMÁTICAS (MATHEMATICS) Pct Met Min Exp	MATEMÁTICAS (MATHEMATICS) Avg Scale Score
All Special Education Students		0	16	6	1346	16	6	1394
Male		0	10	0	1301	10	10	1395
Female		0	6	17	1422	6	0	1393
No Information Provided		---	0	---	---	0	---	---
Native American		---	0	---	---	0	---	---
Asian		---	0	---	---	0	---	---
African American		---	0	---	---	0	---	---
Hispanic		0	16	6	1346	16	6	1394
White		---	0	---	---	0	---	---
No Information Provided		---	0	---	---	0	---	---
Economic Disadvantaged:	Yes	0	15	7	1344	15	7	1388
	No	---	1	---	---	1	---	---
	No Information Provided	---	0	---	---	0	---	---
Title I, Part A:	Participants	0	13	0	1325	13	8	1387
	Nonparticipants	---	3	---	---	3	---	---
	No Information Provided	---	0	---	---	0	---	---
Migrant:	Yes	---	4	---	---	3	---	---
	No	0	12	8	1353	13	8	1390
	No Information Provided	---	0	---	---	0	---	---
Bilingual:	Participants	0	9	0	1352	10	10	1398
	Nonparticipants	0	6	17	1348	5	0	1391
	No Information Provided	---	1	---	---	1	---	---
ESL:	Participants	0	5	20	1360	4	---	---
	Nonparticipants	0	10	0	1346	11	9	1398
	No Information Provided	---	1	---	---	1	---	---
Gifted/Talented:	Participants	---	0	---	---	0	---	---
	Nonparticipants	0	16	6	1346	16	6	1394
	No Information Provided	---	0	---	---	0	---	---
At-Risk:	Yes	0	13	0	1347	14	7	1401
	No	---	3	---	---	2	---	---
	No Information Provided	---	0	---	---	0	---	---
Oral Administration:	Math	---	1	---	---	2	---	---

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1. Word Meaning		9126	71
2. Supporting Ideas		11099	86
3. Summarization		7379	57
4. Relationships and Outcomes		8282	64
5. Inferences and Generalizations		6486	50
6. Point of View, Propaganda, and Fact and Opinion		7250	56
Number Tested: **12871**	Met Minimum Expectations	8249	64
Texas Learning Index (TLI): X-72.7	Mastered All Objectives	3750	29
MATHEMATICS			
Concepts			
1. Number Concepts		8035	65
2. Algebraic/Mathematical Relations and Functions		7011	57
3. Geometric Properties and Relationships		6598	54
4. Measurement Concepts		3947	32
5. Probability and Statistics		7597	62
Operations			
6. Use of Addition to Solve Problems		8510	69
7. Use of Subtraction to Solve Problems		6984	57
8. Use of Multiplication to Solve Problems		4871	40
9. Use of Division to Solve Problems		6199	50
Problem Solving			
10. Problem Solving Using Estimation		7236	59
11. Problem Solving Using Solution Strategies		6173	50
12. Problem Solving Using Mathematical Representation		4943	40
13. Evaluation of the Reasonableness of a Solution		7887	64
Number Tested: **12313**	Met Minimum Expectations	5749	47
Texas Learning Index (TLI): X-65.8	Mastered All Objectives	986	8
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		3984	32

Rating:	0	1	2	3	4
Number:	132	1963	6469	3721	263
Percent:	1	16	52	30	2

		Number	Percent
5. Sentence Construction		5922	47
6. English Usage		9132	73
7. Use of Spelling, Capitalization, and Punctuation		3817	30
Number Tested: **12548**	Met Minimum Expectations	7910	63
Average Scale Score: **1545**	Mastered All Objectives	1393	11

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	30920	100
Students Absent From All Tests	1009	3
Students Exempt From All Tests: ARD	15318	50
Other Students Not Tested	510	2
Number of Students Tested	14083	46

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	5409	38
Did Not Meet Minimum Expectations On:		
One Test Only	3823	27
Two Tests Only	2552	18
All Three Tests	2299	16

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

Page 2 of 2

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	38	12871	64	X-72.7	37	12313	47	X-65.8	39	12548	63	1545
Male	39	8567	65	X-72.9	37	8357	50	X-66.9	41	8333	60	1533
Female	37	4302	63	X-72.5	35	3953	40	X-63.6	34	4213	70	1568
No Information Provided	---	2	---	---	---	3	---	---	---	2	---	---
Native American	43	49	73	X-78.8	52	45	60	X-72.4	56	50	72	1592
Asian	42	111	62	X-72.3	35	116	57	X-69.1	47	110	67	1556
African American	23	1602	50	X-67.0	25	1536	29	X-59.4	25	1561	49	1497
Hispanic	27	3681	51	X-67.7	26	3553	36	X-62.2	31	3597	54	1508
White	48	7422	74	X-76.5	46	7058	56	X-68.9	46	7225	71	1573
No Information Provided	33	6	83	X-73.3	45	5	40	X-59.2	28	5	40	1458
Economically Disadvantaged: Yes	30	4333	53	X-68.5	28	4139	38	X-62.5	31	4187	54	1511
No	43	8517	70	X-74.9	42	8155	51	X-67.5	43	8343	68	1562
No Information Provided	5	21	57	X-67.0	25	19	16	X-52.3	15	18	28	1485
Title I, Part A: Participants	34	2533	58	X-70.3	31	2366	43	X-64.7	36	2440	60	1530
Nonparticipants	40	10315	66	X-73.4	38	9920	48	X-66.1	40	10084	64	1549
No Information Provided	14	23	52	X-70.1	31	27	22	X-52.4	15	24	38	1460
Migrant: Yes	30	208	44	X-65.3	22	196	41	X-63.4	33	192	50	1498
No	39	12643	64	X-72.9	37	12097	47	X-65.9	39	12336	63	1546
No Information Provided	9	20	45	X-63.1	19	20	10	X-54.1	16	20	25	1429
Limited English Proficient: Yes	17	633	33	X-61.3	16	641	29	X-60.0	26	619	39	1457
No	40	12218	66	X-73.4	38	11651	48	X-66.2	40	11909	64	1550
No Information Provided	9	20	45	X-63.4	19	21	10	X-53.4	15	20	25	1424
Bilingual: Participants	14	6	17	X-60.0	13	5	60	X-59.2	22	7	14	1443
Nonparticipants	38	12833	64	X-72.8	37	12275	47	X-65.8	39	12508	63	1545
No Information Provided	27	32	63	X-70.6	33	33	33	X-61.9	32	33	45	1507
ESL: Participants	16	378	30	X-60.6	15	377	29	X-60.0	26	375	35	1448
Nonparticipants	39	12459	65	X-73.1	38	11901	47	X-66.0	39	12141	64	1548
No Information Provided	26	34	56	X-68.1	30	35	31	X-60.6	30	32	41	1475
Gifted/Talented: Participants	84	195	94	X-87.7	79	186	88	X-80.4	78	192	93	1761
Nonparticipants	38	12654	64	X-72.5	36	12103	46	X-65.6	38	12332	63	1542
No Information Provided	11	22	41	X-60.2	18	24	8	X-50.4	12	24	25	1373
At-Risk: Yes	34	8007	60	X-71.1	33	7605	42	X-64.3	35	7773	60	1528
No	47	4845	70	X-75.4	44	4689	55	X-68.4	46	4756	69	1573
No Information Provided	14	19	47	X-62.5	18	19	11	X-50.4	12	19	21	1404
Career/Technology Educ.: Participants	38	7530	64	X-72.5	36	7146	46	X-65.6	38	7311	63	1539
Nonparticipants	39	5312	64	X-73.2	38	5138	48	X-66.2	40	5207	64	1553
No Information Provided	19	29	59	X-67.7	25	29	17	X-55.6	19	30	37	1468
Oral Administration: Math	27	348	50	X-66.6	24	449	38	X-63.3	33	340	48	1495

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1. Word Meaning		1086	50
2. Supporting Ideas		1672	77
3. Summarization		692	32
4. Relationships and Outcomes		933	43
5. Inferences and Generalizations		509	23
6. Point of View, Propaganda, and Fact and Opinion		614	28
Number Tested: 2180	Met Minimum Expectations	708	32
Texas Learning Index (TLI): X-61.2	Mastered All Objectives	175	8
MATHEMATICS			
Concepts			
1. Number Concepts		2236	56
2. Algebraic/Mathematical Relations and Functions		1695	42
3. Geometric Properties and Relationships		1763	44
4. Measurement Concepts		655	16
5. Probability and Statistics		1769	44
Operations			
6. Use of Addition to Solve Problems		2440	61
7. Use of Subtraction to Solve Problems		1737	43
8. Use of Multiplication to Solve Problems		954	24
9. Use of Division to Solve Problems		1342	33
Problem Solving			
10. Problem Solving Using Estimation		1723	43
11. Problem Solving Using Solution Strategies		1290	32
12. Problem Solving Using Mathematical Representation		872	22
13. Evaluation of the Reasonableness of a Solution		1965	49
Number Tested: 4020	Met Minimum Expectations	903	22
Texas Learning Index (TLI): X-58.8	Mastered All Objectives	29	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		311	11

Rating:	0	1	2	3	4
Number:	48	839	1608	307	4
Percent:	2	30	57	11	0

		Number	Percent
5. Sentence Construction		694	25
6. English Usage		1624	58
7. Use of Spelling, Capitalization, and Punctuation		440	16
Number Tested: 2806	Met Minimum Expectations	991	35
Average Scale Score: 1451	Mastered All Objectives	48	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	8160	100
Students Absent From All Tests	310	4
Students Exempt From All Tests: ARD	1573	19
Other Students Not Tested	943	12
Number of Students Tested	5334	65

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	1287	24
Did Not Meet Minimum Expectations On:		
One Test Only	2374	45
Two Tests Only	989	19
All Three Tests	684	13

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	24	2180	32	X-61.2	16	4020	22	X-58.8	24	2806	35	1451
Male	26	1432	35	X-61.4	17	2470	24	X-59.1	24	1964	35	1447
Female	21	748	27	X-60.6	15	1549	20	X-58.4	23	842	37	1459
No Information Provided	---	0	---	---	---	1	---	---	---	0	---	---
Native American	33	11	36	X-65.9	27	18	28	X-62.6	33	7	71	1564
Asian	17	15	27	X-54.5	11	25	8	X-53.1	15	16	38	1391
African American	17	391	31	X-60.2	15	661	16	X-56.5	20	427	31	1435
Hispanic	20	852	27	X-59.1	13	1433	19	X-57.6	22	1009	32	1440
White	29	909	39	X-63.5	19	1880	28	X-60.6	27	1345	39	1463
No Information Provided	---	2	---	---	---	3	---	---	---	2	---	---
Economically Disadvantaged: Yes	20	996	29	X-59.6	14	1591	19	X-57.5	21	1177	31	1439
No	26	1169	35	X-62.4	18	2408	24	X-59.7	25	1613	38	1459
No Information Provided	29	15	40	X-66.5	24	21	24	X-56.3	20	16	56	1494
Title I, Part A: Participants	21	573	28	X-59.8	14	891	19	X-57.7	22	641	33	1448
Nonparticipants	25	1601	34	X-61.6	17	3115	23	X-59.1	24	2158	36	1451
No Information Provided	19	6	50	X-69.7	30	14	14	X-55.0	18	7	43	1469
Migrant: Yes	24	58	19	X-56.6	11	86	26	X-59.0	24	67	24	1425
No	24	2113	33	X-61.2	16	3921	22	X-58.8	24	2731	35	1451
No Information Provided	20	9	67	X-75.0	41	13	15	X-58.6	24	8	75	1563
Limited English Proficient: Yes	15	226	18	X-56.5	11	297	15	X-55.9	19	245	27	1418
No	25	1945	34	X-61.7	17	3709	23	X-59.0	24	2552	36	1454
No Information Provided	24	9	56	X-70.9	33	14	21	X-56.4	20	9	67	1516
Bilingual: Participants	---	2	---	---	---	2	---	---	---	3	---	---
Nonparticipants	24	2167	32	X-61.2	16	3999	23	X-58.8	24	2792	35	1451
No Information Provided	18	11	36	X-62.8	19	19	16	X-56.2	20	11	45	1451
ESL: Participants	16	138	17	X-56.2	11	172	16	X-56.6	20	156	28	1421
Nonparticipants	24	2029	33	X-61.5	17	3827	23	X-58.9	24	2636	36	1452
No Information Provided	25	13	46	X-63.8	21	21	24	X-58.5	24	14	50	1471
Gifted/Talented: Participants	68	7	71	X-72.7	36	15	53	X-67.1	39	8	75	1569
Nonparticipants	24	2157	32	X-61.1	16	3984	22	X-58.8	24	2785	35	1450
No Information Provided	29	16	56	X-70.5	34	21	29	X-57.9	23	13	62	1495
At-Risk: Yes	24	1484	31	X-60.8	16	2744	22	X-58.7	23	1893	35	1450
No	25	688	35	X-61.7	17	1262	23	X-59.1	24	904	35	1451
No Information Provided	33	8	75	X-78.1	45	14	29	X-58.5	24	9	67	1533
Career/Technology Educ.: Participants	24	1358	32	X-60.9	16	2456	21	X-58.5	23	1701	35	1449
Nonparticipants	24	808	34	X-61.3	16	1540	24	X-59.3	24	1090	36	1453
No Information Provided	33	14	50	X-71.6	35	24	25	X-58.4	24	15	67	1513
Oral Administration: Math	17	84	23	X-58.9	13	184	23	X-58.9	24	86	23	1414

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1. Word Meaning		261	48
2. Supporting Ideas		413	75
3. Summarization		160	29
4. Relationships and Outcomes		235	43
5. Inferences and Generalizations		94	17
6. Point of View, Propaganda, and Fact and Opinion		122	22
Number Tested: 549	Met Minimum Expectations	150	27
Texas Learning Index (TLI): X-59.5	Mastered All Objectives	28	5
MATHEMATICS			
Concepts			
1. Number Concepts		779	61
2. Algebraic/Mathematical Relations and Functions		565	44
3. Geometric Properties and Relationships		612	48
4. Measurement Concepts		239	19
5. Probability and Statistics		596	47
Operations			
6. Use of Addition to Solve Problems		858	68
7. Use of Subtraction to Solve Problems		612	48
8. Use of Multiplication to Solve Problems		371	29
9. Use of Division to Solve Problems		466	37
Problem Solving			
10. Problem Solving Using Estimation		593	47
11. Problem Solving Using Solution Strategies		448	35
12. Problem Solving Using Mathematical Representation		289	23
13. Evaluation of the Reasonableness of a Solution		717	56
Number Tested: 1270	Met Minimum Expectations	333	26
Texas Learning Index (TLI): X-61.0	Mastered All Objectives	9	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		65	10

Rating:	0	1	2	3	4
Number:	16	190	407	65	0
Percent:	2	28	60	10	0

		Number	Percent
5. Sentence Construction		153	23
6. English Usage		381	56
7. Use of Spelling, Capitalization, and Punctuation		107	16
Number Tested: 678	Met Minimum Expectations	215	32
Average Scale Score: 1446	Mastered All Objectives	8	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	3766	100
Students Absent From All Tests	67	2
Students Exempt From All Tests: ARD	1109	29
Other Students Not Tested	880	23
Number of Students Tested	1710	45

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	456	27
Did Not Meet Minimum Expectations On:		
One Test Only	852	50
Two Tests Only	259	15
All Three Tests	143	8

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	27	549	27	X-59.5	14	1270	26	X-61.0	27	678	32	1446
Male	26	352	26	X-58.3	13	774	26	X-60.7	27	489	29	1437
Female	27	197	29	X-61.7	16	496	27	X-61.5	28	189	39	1467
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	---	2	---	---	---	1	---	---	---	2	---	---
Asian	20	10	10	X-62.9	18	14	29	X-66.4	39	11	27	1456
African American	23	80	21	X-60.7	14	203	26	X-59.8	25	106	25	1447
Hispanic	24	272	22	X-57.7	12	507	25	X-60.1	26	279	27	1435
White	30	183	38	X-61.6	17	544	28	X-62.1	29	278	38	1454
No Information Provided	---	2	---	---	---	1	---	---	---	2	---	---
Economically Disadvantaged: Yes	24	281	22	X-58.3	13	537	26	X-60.2	26	310	30	1444
No	28	263	32	X-60.7	15	728	27	X-61.6	28	364	33	1446
No Information Provided	57	5	80	X-71.8	35	5	40	X-56.8	19	4	---	---
Title I, Part A: Participants	25	198	20	X-57.4	12	300	27	X-59.4	25	184	29	1434
Nonparticipants	27	347	31	X-60.7	15	966	26	X-61.5	28	490	33	1449
No Information Provided	40	4	---	---	---	4	---	---	---	4	---	---
Migrant: Yes	25	24	29	X-60.8	15	46	26	X-62.5	31	24	29	1461
No	27	520	27	X-59.4	14	1221	26	X-60.9	27	649	32	1444
No Information Provided	50	5	60	X-65.8	26	3	---	---	---	5	60	1532
Limited English Proficient: Yes	20	88	14	X-56.1	10	117	21	X-57.9	22	75	23	1403
No	27	457	30	X-60.2	15	1151	27	X-61.3	28	599	33	1451
No Information Provided	---	4	---	---	---	2	---	---	---	4	---	---
Bilingual: Participants	---	0	---	---	---	0	---	---	---	0	---	---
Nonparticipants	27	546	27	X-59.5	14	1264	26	X-61.0	27	672	32	1445
No Information Provided	29	3	---	---	---	6	17	X-58.0	21	6	50	1507
ESL: Participants	18	57	14	X-56.4	11	76	14	X-57.6	22	48	19	1414
Nonparticipants	27	489	29	X-59.9	14	1188	27	X-61.2	28	624	33	1447
No Information Provided	29	3	---	---	---	6	17	X-58.0	21	6	50	1507
Gifted/Talented: Participants	42	3	---	---	---	11	45	X-70.2	51	5	60	1504
Nonparticipants	27	543	27	X-59.4	14	1256	26	X-60.9	27	669	32	1445
No Information Provided	---	3	---	---	---	3	---	---	---	4	---	---
At-Risk: Yes	28	382	25	X-59.0	13	884	27	X-61.1	28	455	32	1445
No	24	164	32	X-60.8	16	385	25	X-60.7	27	221	31	1446
No Information Provided	---	3	---	---	---	1	---	---	---	2	---	---
Career/Technology Educ.: Participants	27	334	25	X-58.3	13	810	26	X-60.7	27	440	30	1439
Nonparticipants	26	210	30	X-61.5	16	456	27	X-61.5	28	233	36	1457
No Information Provided	17	5	60	X-61.4	16	4	---	---	---	5	40	1492
Oral Administration: Math	36	14	36	X-60.5	15	58	41	X-66.0	37	11	27	1439

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TEXAS END-OF-COURSE — ALGEBRA I
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	7823	47
2. Applications of Graphing	6012	36
3. Linear Functions	6683	40
Equations and Inequalities		
4. Linear Equations/Inequalities	3290	20
5. Quadratic Equations	4696	28
6. Polynomials	4368	26
Problem Solving		
7. Exponents, Quadratic Situations, and Right Triangles	4808	29
8. One- or Two-Variable Situations	2052	12
9. Probability, Ratio and Proportion, Data Analysis	6885	41

Number Tested:	16792	Passed	3176	19
Average Scale Score:	1389	Mastered All Objectives	516	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	24028	100
Students Absent	2197	9
Students Exempt-ARD	4922	20
Other Students Not Tested	117	0
Number of Students Tested	16792	70

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I		
		Number Tested	Percent Passing	Average Scale Score
All Special Education Students		16792	19	1389
Male		11415	20	1394
Female		5376	16	1380
No Information Provided		1	---	---
Native American		66	24	1407
Asian		130	28	1435
African American		2177	9	1346
Hispanic		5268	12	1363
White		9145	25	1414
No Information Provided		6	17	1348
Economically Disadvantaged:	Yes	6388	12	1362
	No	10382	23	1406
	No Information Provided	22	5	1328
Title I, Part A:	Participants	3590	14	1368
	Nonparticipants	13185	20	1395
	No Information Provided	17	0	1296
Migrant:	Yes	293	9	1342
	No	16487	19	1390
	No Information Provided	12	0	1283
Limited English Proficient:	Yes	1067	8	1344
	No	15709	20	1392
	No Information Provided	16	13	1326
Bilingual:	Participants	10	0	1276
	Nonparticipants	16766	19	1389
	No Information Provided	16	0	1299
ESL:	Participants	676	8	1341
	Nonparticipants	16094	19	1391
	No Information Provided	22	0	1270
Gifted/Talented:	Participants	220	73	1584
	Nonparticipants	16554	18	1387
	No Information Provided	18	0	1298
At-Risk:	Yes	10413	13	1371
	No	6299	28	1419
	No Information Provided	80	9	1332
Career/Technology Ed.:	Participants	8709	16	1380
	Nonparticipants	7964	22	1400
	No Information Provided	119	18	1350
Oral Administration		198	14	1371

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TEXAS END-OF-COURSE — BIOLOGY
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY		
Understanding Concepts		
1. Heredity and Biological Change Over Time	9047	51
2. Structures and Functions in Organisms	8260	47
3. Patterns and Processes in Living Systems	9584	54
4. Ecology	5747	32
Integrating Concepts With Process Skills		
5. Design and Conduct Biological Experiments	4653	26
6. Acquire and Organize Scientific Data	10968	62
7. Interpret and Communicate Scientific Data	11003	62
8. Make Inferences, Predictions, and Generalizations	11376	64
9. Apply Science to Daily Life	9118	51

Number Tested: 17736		Passed	7926	45
Average Scale Score: 1486		Mastered All Objectives	1351	8

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	24356	100
Students Absent	2656	11
Students Exempt-ARD	3830	16
Other Students Not Tested	116	0
Braille Version	18	0
Number of Students Tested	17736	73

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		BIOLOGY Number Tested	BIOLOGY Percent Passing	BIOLOGY Average Scale Score
All Special Education Students		17736	45	1486
Male		11867	49	1501
Female		5865	37	1454
No Information Provided		4	---	---
Native American		62	48	1515
Asian		143	46	1512
African American		2628	28	1408
Hispanic		5416	30	1420
White		9484	57	1543
No Information Provided		3	---	---
Economically Disadvantaged:	Yes	6815	32	1428
	No	10900	53	1522
	No Information Provided	21	52	1542
Title I, Part A:	Participants	3654	34	1434
	Nonparticipants	14070	47	1499
	No Information Provided	12	50	1536
Migrant:	Yes	274	22	1372
	No	17451	45	1487
	No Information Provided	11	45	1502
Limited English Proficient:	Yes	1066	19	1367
	No	16656	46	1493
	No Information Provided	14	50	1477
Bilingual:	Participants	7	14	1370
	Nonparticipants	17715	45	1486
	No Information Provided	14	57	1518
ESL:	Participants	630	16	1354
	Nonparticipants	17089	46	1490
	No Information Provided	17	47	1501
Gifted/Talented:	Participants	157	91	1783
	Nonparticipants	17563	44	1483
	No Information Provided	16	31	1489
At-Risk:	Yes	10921	40	1462
	No	6759	52	1524
	No Information Provided	56	30	1459
Career/Technology Ed.:	Participants	10079	43	1478
	Nonparticipants	7514	47	1495
	No Information Provided	143	36	1477
Oral Administration		409	33	1425

TEXAS END-OF-COURSE — ENGLISH II
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ENGLISH II		
Reading		
1. Basic Understanding	8462	71
2. Literary Elements and Techniques	6893	58
3. Analysis and Critical Evaluation	7465	63
Writing		
4-5. Written Composition: Effectiveness/Command of Conventions	1721	14

Rating:	NS+	1	2	3	4
Number:	1275	2427	6493	1627	94
Percent:	11	20	54	14	1

	Mastering Number	Mastering Percent
6. Revising and Proofreading	3683	31

			Number	Percent
Number Tested:	11916	Passed	4314	36
Average Scale Score:	1438	Mastered All Objectives	782	7

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	17296	100
Students Absent	1787	10
Students Exempt-ARD	3494	20
Other Students Not Tested	99	1
Number of Students Tested	11916	69

+A designation of NS indicates compositions that could not be scored

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ENGLISH II Number Tested	ENGLISH II Percent Passing	ENGLISH II Average Scale Score
All Special Education Students		11916	36	1438
Male		7656	33	1417
Female		4253	42	1476
No Information Provided		7	71	1634
Native American		60	40	1479
Asian		87	39	1471
African American		1675	25	1378
Hispanic		3285	26	1391
White		6795	44	1475
No Information Provided		14	43	1493
Economically Disadvantaged:	Yes	4104	27	1395
	No	7778	41	1460
	No Information Provided	34	47	1545
Title I, Part A:	Participants	2342	31	1402
	Nonparticipants	9536	38	1446
	No Information Provided	38	58	1549
Migrant:	Yes	174	30	1386
	No	11724	36	1439
	No Information Provided	18	28	1347
Limited English Proficient:	Yes	640	17	1326
	No	11259	37	1445
	No Information Provided	17	29	1445
Bilingual:	Participants	6	33	1423
	Nonparticipants	11885	36	1438
	No Information Provided	25	28	1358
ESL:	Participants	379	13	1299
	Nonparticipants	11508	37	1443
	No Information Provided	29	38	1423
Gifted/Talented:	Participants	144	83	1778
	Nonparticipants	11744	36	1434
	No Information Provided	28	46	1498
At-Risk:	Yes	7342	31	1412
	No	4516	44	1481
	No Information Provided	58	33	1421
Career/Technology Ed.:	Participants	7088	35	1427
	Nonparticipants	4743	39	1454
	No Information Provided	85	34	1438

TEXAS END-OF-COURSE – U.S. HISTORY
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SPRING 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
U.S. HISTORY		
Application and Evaluation of Concepts		
1. Domestic and Foreign Affairs in U.S. History	4175	31
2. Geographic Influences on U.S. History	3100	23
3. Economic Influences on U.S. History	5892	44
4. Social and Cultural Influences on U.S. History	4557	34
5. Political Influences on U.S. History	4125	31
6. Critical-Thinking Skills	5940	44
7. Problem-Solving/Decision-Making Skills	2973	22

Number Tested: 13381
Average Scale Score: 1469

	Number	Percent
Passed	5131	38
Mastered All Objectives	714	5

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	18432	100
Students Absent	2156	12
Students Exempt-ARD	2833	15
Other Students Not Tested	62	0
Number of Students Tested	13381	73

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		U.S. HISTORY Number Tested	U.S. HISTORY Percent Passing	U.S. HISTORY Average Scale Score
All Special Education Students		13381	38	1469
Male		8904	43	1481
Female		4475	28	1447
No Information Provided		2	---	---
Native American		55	36	1478
Asian		105	43	1486
African American		1983	25	1435
Hispanic		3784	26	1435
White		7448	49	1495
No Information Provided		6	0	1297
Economically Disadvantaged:	Yes	4959	26	1437
	No	8408	46	1488
	No Information Provided	14	7	1381
Title I, Part A:	Participants	2619	31	1447
	Nonparticipants	10752	40	1475
	No Information Provided	10	10	1379
Migrant:	Yes	213	15	1408
	No	13154	39	1470
	No Information Provided	14	36	1447
Limited English Proficient:	Yes	708	11	1396
	No	12659	40	1473
	No Information Provided	14	7	1411
Bilingual:	Participants	3	---	---
	Nonparticipants	13359	38	1469
	No Information Provided	19	26	1425
ESL:	Participants	373	11	1400
	Nonparticipants	12991	39	1471
	No Information Provided	17	24	1422
Gifted/Talented:	Participants	121	86	1632
	Nonparticipants	13247	38	1468
	No Information Provided	13	15	1386
At-Risk:	Yes	8515	33	1455
	No	4820	48	1494
	No Information Provided	46	28	1436
Career/Technology Ed.:	Participants	8292	37	1467
	Nonparticipants	5031	40	1474
	No Information Provided	58	36	1451
Oral Administration		263	27	1451

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APPENDIX F

The following Summary Reports include data for all students in Grade 12 who took the April 1999 administration of the exit level TAAS; this administration was for graduating students only.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		1638	62
2. Supporting Ideas		2264	85
3. Summarization		901	34
4. Relationships and Outcomes		1303	49
5. Inferences and Generalizations		772	29
6. Point of View, Propaganda, and Fact and Opinion		1062	40
Number Tested: 2656	Met Minimum Expectations	1172	44
Texas Learning Index (TLI): X-65.8	Mastered All Objectives	193	7
MATHEMATICS			
Concepts			
1. Number Concepts		3306	57
2. Algebraic/Mathematical Relations and Functions		2833	48
3. Geometric Properties and Relationships		2579	44
4. Measurement Concepts		1650	28
5. Probability and Statistics		4086	70
Operations			
6. Use of Addition to Solve Problems		4872	83
7. Use of Subtraction to Solve Problems		4105	70
8. Use of Multiplication to Solve Problems		2489	43
9. Use of Division to Solve Problems		2763	47
Problem Solving			
10. Problem Solving Using Estimation		2971	51
11. Problem Solving Using Solution Strategies		2225	38
12. Problem Solving Using Mathematical Representation		1201	21
13. Evaluation of the Reasonableness of a Solution		2880	49
Number Tested: 5849	Met Minimum Expectations	1947	33
Texas Learning Index (TLI): X-63.9	Mastered All Objectives	80	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		236	10

Rating:	0	1	2	3	4
Number:	28	633	1481	230	6
Percent:	1	27	62	10	0

		Mastering Number	Mastering Percent
5. Sentence Construction		636	27
6. English Usage		1076	45
7. Use of Spelling, Capitalization, and Punctuation		311	13
Number Tested: 2378	Met Minimum Expectations	697	29
Average Scale Score 1442	Mastered All Objectives	59	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	10196	100
Students Absent From All Tests	152	1
Students Exempt From All Tests: ARD	394	4
Other Students Not Tested	1426	14
Number of Students Tested	8224	81

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	2762	34
Did Not Meet Minimum Expectations On:		
One Test Only	4197	51
Two Tests Only	925	11
All Three Tests	340	4

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students	34	2656	44	X-65.8	21	5849	33	X-63.9	33	2378	29	1442
Male	34	1195	45	X-65.6	21	2282	33	X-63.7	33	1339	31	1448
Female	33	1461	43	X-66.0	21	3567	34	X-64.0	33	1039	27	1434
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	42	5	---	---	---	15	53	X-69.0	44	4	---	---
Asian	33	135	39	X-63.4	17	85	42	X-65.7	36	107	18	1417
African American	32	475	47	X-66.5	22	1735	31	X-63.2	31	389	36	1465
Hispanic	31	1738	42	X-64.9	20	2987	32	X-63.4	32	1488	21	1418
White	45	235	58	X-70.6	32	919	41	X-65.9	38	323	59	1526
No Information Provided	41	70	56	X-71.2	32	108	44	X-66.1	38	67	48	1483
Economically Disadvantaged: Yes	31	1577	42	X-65.1	20	2772	31	X-63.1	31	1283	22	1425
No	36	998	47	X-66.6	23	2939	35	X-64.5	34	1019	37	1461
No Information Provided	39	81	57	X-70.2	29	138	42	X-65.5	37	76	45	1475
Title I, Part A: Participants	31	979	41	X-65.6	21	1799	32	X-63.7	32	798	22	1431
Nonparticipants	35	1596	45	X-65.8	21	3918	33	X-63.9	33	1503	32	1446
No Information Provided	39	81	56	X-69.8	28	132	42	X-65.4	36	77	44	1474
Migrant: Yes	26	152	33	X-63.7	18	197	26	X-62.5	30	128	21	1434
No	34	2426	44	X-65.8	21	5520	33	X-63.9	33	2176	29	1441
No Information Provided	39	78	56	X-70.6	30	132	44	X-65.9	38	74	43	1475
Limited English Proficient: Yes	25	1080	36	X-63.5	18	936	28	X-62.3	30	919	11	1394
No	36	1497	49	X-67.3	24	4780	34	X-64.1	34	1385	41	1472
No Information Provided	38	79	56	X-70.0	29	133	42	X-65.6	37	74	43	1473
Bilingual: Participants	20	11	36	X-59.0	13	12	25	X-58.7	23	8	0	1356
Nonparticipants	33	2553	44	X-65.7	21	5681	33	X-63.8	33	2290	29	1441
No Information Provided	39	92	59	X-70.8	31	156	42	X-65.4	36	80	41	1472
ESL: Participants	25	995	36	X-63.1	17	773	27	X-62.0	29	876	12	1393
Nonparticipants	36	1571	49	X-67.2	23	4921	34	X-64.1	33	1427	39	1471
No Information Provided	39	90	58	X-70.7	30	155	41	X-65.4	36	75	41	1472
Gifted/Talented: Participants	36	19	63	X-68.9	26	54	31	X-64.5	34	19	32	1450
Nonparticipants	33	2561	44	X-65.6	21	5666	33	X-63.8	33	2288	29	1441
No Information Provided	41	76	57	X-70.9	31	129	44	X-65.8	37	71	44	1474
At-Risk: Yes	33	1805	43	X-65.7	21	4245	33	X-63.8	33	1567	28	1439
No	35	776	45	X-65.7	22	1485	34	X-63.9	33	740	31	1446
No Information Provided	39	75	55	X-70.0	29	119	44	X-65.8	37	71	44	1472
Career/Technology Educ.: Participants	34	1151	45	X-65.8	21	2748	34	X-64.0	33	999	29	1440
Nonparticipants	33	1422	43	X-65.5	21	2961	32	X-63.6	32	1298	29	1441
No Information Provided	40	83	57	X-70.2	29	140	45	X-65.9	38	81	43	1482
Oral Administration: Math	34	8	25	X-53.3	8	55	36	X-65.5	38	9	33	1420

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Page 1 of 2

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN			READING											WRITING							
					READING COMPREHENSION (Percent of Students Demonstrating Objective Mastery)											WRITTEN COMMUNICATION (Percent of Students Demonstrating Objective Mastery)						
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Students	8224	34	2	2656	62	85	34	49	29	40	44	7	X-65.8	33.1	21	2378	10	27	45	13	29	2	1442
Male	3609	34	2	1195	65	84	34	49	33	38	45	8	X-65.6	33.0	21	1339	11	28	52	13	31	3	1448
Female	4615	33	2	1461	59	87	34	49	26	42	43	6	X-66.0	33.1	21	1039	9	25	36	13	27	2	1434
No Information Provided	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Native American	19	42	11	3	---	---	---	---	---	---	---	---	---	---	---	4	---	---	---	---	---	---	---
Asian	237	33	2	135	61	86	28	33	21	49	39	3	X-63.4	30.1	17	107	7	14	24	10	18	2	1417
African American	2055	32	2	475	60	88	42	51	28	37	47	5	X-66.5	33.5	22	389	15	31	58	16	36	3	1465
Hispanic	4543	31	2	1738	60	84	30	48	28	38	42	5	X-64.9	31.9	20	1488	6	20	35	10	21	1	1418
White	1209	45	4	235	77	83	47	61	42	54	58	24	X-70.6	40.4	32	323	23	53	81	25	59	9	1526
No Information Provided	161	41	3	70	69	91	47	56	36	54	56	20	X-71.2	39.9	32	67	12	45	63	22	48	6	1483
Economically Disadvantaged: Free Meals	3642	30	2	1440	60	85	32	48	27	38	42	6	X-65.1	32.1	20	1143	7	21	37	10	22	1	1424
Reduced Meals	332	37	2	83	64	86	30	48	28	51	41	7	X-66.1	33.1	21	93	9	23	49	15	28	1	1448
Other	156	33	2	54	50	91	31	52	28	26	41	4	X-63.8	30.9	18	47	13	15	38	4	28	2	1420
No	3900	36	3	998	64	85	37	51	31	41	47	9	X-66.6	34.2	23	1019	13	32	54	16	37	4	1461
No Information Provided	194	39	3	81	69	90	44	53	38	53	57	16	X-70.2	38.6	29	76	8	43	61	26	45	4	1475
Title I, Part A: Schoolwide Program Participants	2568	31	2	958	61	86	32	49	28	38	42	6	X-65.6	32.8	21	781	7	21	37	10	22	1	1430
Targeted Assistance Participants	59	34	0	21	33	86	38	29	19	29	29	0	X-62.0	28.7	16	17	12	29	59	0	41	0	1460
Nonparticipants (Previous Participants)	29	38	7	8	63	88	75	88	38	63	75	25	X-75.9	44.1	39	4	---	---	---	---	---	---	---
Homeless Participants at Non-Title I Schools	1	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	5375	35	2	1588	62	84	34	49	29	41	45	7	X-65.7	33.0	21	1499	11	29	49	14	32	3	1446
No Information Provided	192	39	2	81	68	90	43	52	36	56	56	16	X-69.8	37.8	28	77	8	40	60	23	44	4	1474
Migrant: Yes	338	26	2	152	57	80	26	50	22	34	33	5	X-63.7	30.7	18	128	8	27	39	5	21	0	1434
No	7698	34	2	2426	62	85	34	49	29	40	44	7	X-65.8	33.0	21	2176	10	26	45	13	29	3	1441
No Information Provided	188	39	2	78	71	90	44	56	37	54	56	19	X-70.6	39.1	30	74	7	45	61	24	43	4	1475
Limited English Proficient: Yes	1939	25	2	1080	58	83	25	42	24	39	36	4	X-63.5	30.3	18	919	4	14	17	6	11	0	1394
No	6093	36	2	1497	64	87	40	54	32	40	49	9	X-67.3	34.8	24	1385	14	34	63	17	41	4	1472
No Information Provided	192	38	2	79	68	90	43	54	34	53	56	18	X-70.0	38.1	29	74	7	45	61	22	43	4	1473
Bilingual/ESL Program: Bilingual	15	20	7	11	64	82	9	36	36	27	36	9	X-59.0	26.4	13	8	0	13	0	0	0	0	1356
ESL	1723	25	2	995	58	83	23	41	23	40	36	3	X-63.1	30.0	17	876	4	14	17	7	12	0	1393
Neither	6260	36	2	1557	63	87	41	54	32	39	49	9	X-67.2	34.7	23	1415	14	34	62	17	40	4	1471
No Information Provided	211	38	2	88	70	91	43	53	38	52	57	15	X-70.3	38.7	30	75	8	41	59	19	41	4	1472
Gifted/Talented Program: Participants	75	36	0	19	42	89	47	63	37	42	63	5	X-68.9	36.7	26	19	16	32	53	5	32	0	1450
Nonparticipants	7960	33	2	2561	62	85	34	49	29	40	44	7	X-65.6	32.9	21	2288	10	26	45	13	29	2	1441
No Information Provided	189	41	3	76	70	91	43	57	37	54	57	18	X-70.9	39.5	31	71	7	45	62	23	44	4	1474
At-Risk: Yes	5836	33	2	1805	61	86	32	50	28	38	43	6	X-65.7	32.7	21	1567	9	25	46	12	28	2	1439
No	2210	35	3	776	64	84	37	46	30	43	45	9	X-65.7	33.4	22	740	12	29	43	15	31	3	1446
No Information Provided	178	39	2	75	68	92	40	53	35	55	55	15	X-70.0	38.1	29	71	7	45	61	24	44	4	1472
Career/Technology Education: Elective	2665	34	2	851	63	85	34	51	30	41	46	7	X-66.2	33.5	22	712	11	29	51	13	33	3	1447
Coherent Sequence	782	33	2	217	59	82	33	49	28	36	40	9	X-64.4	31.7	19	209	9	17	44	9	20	1	1426
Tech Prep	304	36	1	83	65	89	29	51	27	34	41	5	X-65.8	32.4	20	78	9	19	41	5	21	1	1421
No	4268	33	2	1422	61	85	34	48	29	39	43	7	X-65.5	32.8	21	1298	10	26	41	13	29	2	1441
No Information Provided	205	40	2	83	72	92	42	54	36	52	57	17	X-70.2	38.2	29	81	9	43	60	22	43	5	1482

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – ALL STUDENTS

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN			MATHEMATICS																		
						CONCEPTS					OPERATIONS				PROBLEM SOLVING								
						Percent of Students Demonstrating Objective Mastery																	
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
All Students		8224	34	2	5849	57	48	44	28	70	83	70	43	47	51	38	21	49	33	1	X-63.9	40.7	33
Male		3609	34	2	2282	55	47	48	24	65	81	69	39	45	51	42	22	51	33	1	X-63.7	40.5	33
Female		4615	33	2	3567	57	49	42	31	73	85	71	45	49	51	35	20	48	34	1	X-64.0	40.8	33
No Information Provided		0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native American		19	42	11	15	67	40	60	47	80	87	80	60	60	67	53	27	67	53	13	X-69.0	47.0	44
Asian		237	33	2	85	54	71	48	38	79	75	72	55	51	52	51	24	45	42	0	X-65.7	42.7	36
African American		2055	32	2	1735	59	47	38	26	70	85	70	42	43	50	35	19	46	31	1	X-63.2	39.8	31
Hispanic		4543	31	2	2987	55	47	45	28	69	82	69	42	48	50	38	18	47	32	1	X-63.4	40.1	32
White		1209	45	4	919	57	55	51	33	70	84	75	41	50	55	41	30	62	41	3	X-65.9	43.3	38
No Information Provided		161	41	3	108	54	55	52	25	67	84	71	52	50	63	48	33	56	44	5	X-66.1	43.6	38
Economically Disadvantaged:	Free Meals	3642	30	2	2425	56	46	43	26	70	82	67	42	46	49	36	17	44	30	1	X-62.9	39.5	31
	Reduced Meals	332	37	2	241	59	46	47	29	69	85	76	46	52	60	35	25	52	39	1	X-65.1	42.0	35
	Other	156	33	2	106	54	55	42	35	73	87	69	42	51	50	36	23	45	31	0	X-64.1	40.8	33
	No	3900	36	3	2939	57	51	45	30	70	84	72	42	48	51	40	23	53	35	2	X-64.5	41.4	34
	No Information Provided	194	39	3	138	57	53	46	30	62	83	71	50	48	59	49	29	57	42	5	X-65.5	42.9	37
Title I, Part A:	Schoolwide Program Participants	2568	31	2	1755	54	47	45	27	71	83	70	44	49	50	38	19	46	32	1	X-63.7	40.4	32
	Targeted Assistance Participants	59	34	0	43	67	47	51	28	79	84	81	49	49	53	26	12	47	37	0	X-64.8	41.5	34
	Nonparticipants (Previous Participants)	29	38	7	22	55	50	45	41	73	95	91	68	59	36	36	5	27	27	0	X-65.2	41.9	35
	Homeless Participants at Non-Title I Schools	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	5375	35	2	3896	57	49	44	29	69	83	70	41	46	51	38	21	50	33	2	X-63.9	40.7	33
	No Information Provided	192	39	2	132	58	51	47	26	63	83	73	50	47	62	48	30	58	42	5	X-65.4	42.7	36
Migrant:	Yes	338	26	2	197	56	42	45	24	67	80	65	44	49	45	38	17	39	26	1	X-62.5	39.0	30
	No	7698	34	2	5520	57	49	44	28	70	83	70	42	47	51	38	20	49	33	1	X-63.9	40.6	33
	No Information Provided	188	39	2	132	55	52	47	28	67	83	74	51	48	61	46	31	56	44	4	X-65.9	43.3	38
Limited English Proficient:	Yes	1939	25	2	936	55	46	49	25	69	79	64	43	47	46	40	14	38	28	1	X-62.3	38.8	30
	No	6093	36	2	4780	57	49	43	29	70	84	71	42	47	52	37	22	51	34	1	X-64.1	41.0	34
	No Information Provided	192	38	2	133	56	50	46	29	65	82	73	50	47	61	48	29	57	42	4	X-65.6	42.9	37
Bilingual/ESL Program:	Bilingual	15	20	7	12	67	25	58	8	33	83	42	33	33	50	25	17	50	25	0	X-58.7	34.5	23
	ESL	1723	25	2	773	54	46	49	26	70	76	63	43	46	45	40	13	37	27	1	X-62.0	38.4	29
	Neither	6260	36	2	4905	57	49	43	29	70	84	71	42	47	51	38	21	51	34	1	X-64.1	41.0	34
	No Information Provided	211	38	2	148	56	51	49	28	64	83	73	49	48	59	45	26	54	41	5	X-65.2	42.4	36
Gifted/Talented Program:	Participants	75	36	0	54	61	50	43	28	70	93	72	52	56	57	28	22	46	31	2	X-64.5	41.4	34
	Nonparticipants	7960	33	2	5666	56	48	44	28	70	83	70	42	47	51	38	20	49	33	1	X-63.8	40.6	33
	No Information Provided	189	41	3	129	57	50	48	29	66	82	73	49	48	60	47	29	55	44	4	X-65.8	43.1	37
At-Risk:	Yes	5836	33	2	4245	57	48	43	28	70	84	70	43	47	50	37	20	49	33	1	X-63.8	40.5	33
	No	2210	35	3	1485	54	50	46	29	69	82	70	41	47	52	40	22	49	34	2	X-63.9	40.8	33
	No Information Provided	178	39	2	119	57	54	46	27	65	83	75	49	46	61	47	29	57	44	4	X-65.8	43.2	37
Career/Technology Education:	Elective	2665	34	2	1948	59	48	43	28	70	84	70	43	46	50	37	21	49	33	1	X-63.9	40.7	33
	Coherent Sequence	782	33	2	579	54	49	45	29	71	85	69	44	49	53	35	22	51	35	0	X-64.2	40.9	33
	Tech Prep	304	36	1	221	52	54	42	29	75	81	74	43	48	50	38	23	56	38	1	X-64.3	41.1	34
	No	4268	33	2	2961	56	48	45	28	69	83	70	42	47	50	39	19	48	32	2	X-63.6	40.4	32
	No Information Provided	205	40	2	140	57	56	48	29	65	81	74	50	50	61	45	31	56	45	5	X-65.9	43.4	38

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APPENDIX G

The following Summary Reports include data for all students not in special education in Grade 12 who took the April 1999 administration of the exit level TAAS; this administration was for graduating students only.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1. Word Meaning		2469	60
2. Supporting Ideas		3581	86
3. Summarization		1814	44
4. Relationships and Outcomes		2357	57
5. Inferences and Generalizations		1149	28
6. Point of View, Propaganda, and Fact and Opinion		1357	33
Number Tested: 4143	Met Minimum Expectations	1710	41
Texas Learning Index (TLI): X-66.5	Mastered All Objectives	501	12
MATHEMATICS			
Concepts			
1. Number Concepts		7120	74
2. Algebraic/Mathematical Relations and Functions		5162	54
3. Geometric Properties and Relationships		4628	48
4. Measurement Concepts		2111	22
5. Probability and Statistics		6123	64
Operations			
6. Use of Addition to Solve Problems		8124	84
7. Use of Subtraction to Solve Problems		6253	65
8. Use of Multiplication to Solve Problems		4075	42
9. Use of Division to Solve Problems		5200	54
Problem Solving			
10. Problem Solving Using Estimation		5616	58
11. Problem Solving Using Solution Strategies		4846	50
12. Problem Solving Using Mathematical Representation		3537	37
13. Evaluation of the Reasonableness of a Solution		6536	68
Number Tested: 9624	Met Minimum Expectations	4348	45
Texas Learning Index (TLI): X-67.3	Mastered All Objectives	247	3
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		810	19

Rating:	0	1	2	3	4
Number:	32	668	2721	775	35
Percent:	1	16	64	18	1

		Number	Percent
5. Sentence Construction		1716	41
6. English Usage		2118	50
7. Use of Spelling, Capitalization, and Punctuation		1178	28
Number Tested: 4231	Met Minimum Expectations	2171	51
Average Scale Score: 1507	Mastered All Objectives	280	7

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	14463	100
Students Absent From All Tests	234	2
Other Students Not Tested	1341	9
Number of Students Tested	12888	89

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	5489	43
Did Not Meet Minimum Expectations On:		
One Test Only	5567	43
Two Tests Only	1294	10
All Three Tests	538	4

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	43	4143	41	X-66.5	23	9624	45	X-67.3	40	4231	51	1507
Male	43	1870	43	X-66.6	24	3677	46	X-67.4	41	2288	51	1503
Female	42	2270	40	X-66.5	23	5941	44	X-67.2	40	1940	52	1512
No Information Provided	50	3	---	---	---	6	67	X-69.2	43	3	---	---
Native American	56	8	50	X-71.6	32	21	57	X-69.6	44	13	62	1562
Asian	40	229	38	X-64.0	20	162	49	X-68.0	43	212	45	1481
African American	40	751	42	X-67.0	23	2786	40	X-66.0	37	676	50	1499
Hispanic	38	2536	34	X-63.8	19	4789	43	X-66.6	38	2455	43	1477
White	60	514	75	X-79.0	54	1708	59	X-71.0	49	765	79	1611
No Information Provided	46	105	53	X-72.3	36	158	53	X-68.9	46	110	60	1548
Economically Disadvantaged: Yes	38	2274	34	X-64.1	19	4325	41	X-66.3	38	2043	43	1477
No	47	1718	50	X-69.4	29	5050	48	X-68.0	42	2021	59	1535
No Information Provided	44	151	50	X-71.1	33	249	49	X-68.2	43	167	60	1541
Title I, Part A: Participants	38	1414	35	X-64.7	20	2785	42	X-66.5	38	1247	43	1483
Nonparticipants	45	2581	44	X-67.2	25	6618	47	X-67.5	41	2827	55	1516
No Information Provided	44	148	49	X-71.3	33	221	51	X-68.6	44	157	61	1538
Migrant: Yes	34	226	30	X-63.1	17	298	41	X-66.8	39	201	37	1467
No	43	3763	41	X-66.5	23	9103	45	X-67.2	40	3870	52	1507
No Information Provided	45	154	53	X-72.0	34	223	52	X-68.7	45	160	63	1544
Limited English Proficient: Yes	30	1525	28	X-61.4	15	1470	36	X-65.1	35	1466	36	1456
No	46	2468	49	X-69.4	29	7935	47	X-67.6	41	2615	59	1533
No Information Provided	44	150	51	X-71.6	34	219	49	X-68.3	44	150	63	1548
Bilingual: Participants	19	13	15	X-58.2	14	15	7	X-58.5	22	12	50	1459
Nonparticipants	43	3973	41	X-66.3	23	9382	45	X-67.2	40	4057	51	1505
No Information Provided	45	157	52	X-71.7	34	227	51	X-68.6	44	162	62	1545
ESL: Participants	29	1411	26	X-60.9	15	1231	35	X-64.8	35	1413	36	1455
Nonparticipants	46	2583	49	X-69.3	28	8168	47	X-67.6	41	2662	59	1532
No Information Provided	44	149	52	X-72.0	35	225	48	X-68.5	44	156	63	1549
Gifted/Talented: Participants	56	25	68	X-75.4	45	79	58	X-70.7	50	28	57	1592
Nonparticipants	42	3968	41	X-66.2	23	9322	45	X-67.2	40	4049	51	1505
No Information Provided	46	150	54	X-72.8	37	223	51	X-68.7	45	154	64	1551
At-Risk: Yes	41	2630	37	X-64.9	20	6717	44	X-66.8	39	2449	46	1483
No	47	1369	48	X-69.0	30	2709	49	X-68.4	43	1633	59	1539
No Information Provided	45	144	51	X-71.9	34	198	52	X-69.0	45	149	60	1547
Career/Technology Educ.: Participants	43	1695	39	X-65.7	22	4504	45	X-67.2	40	1675	51	1502
Nonparticipants	42	2274	42	X-66.7	24	4858	45	X-67.2	40	2372	51	1507
No Information Provided	47	174	53	X-72.3	35	262	52	X-69.3	46	184	65	1547
Special Ed. Status Not Provided	44	146	51	X-71.7	34	218	49	X-68.3	43	149	62	1543
Oral Administration: Math	38	7	57	X-66.1	21	24	42	X-67.3	41	4	---	---

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		ALL TESTS TAKEN: NUMBER OF STUDENTS TESTED	ALL TESTS TAKEN: PERCENT MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: PERCENT MASTERING ALL OBJECTIVES	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	READING: PERCENT MEETING MINIMUM EXPECTATIONS	READING: PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	WRITING: NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	WRITING: PERCENT MEETING MINIMUM EXPECTATIONS	WRITING: PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
						Percent of Students Demonstrating Objective Mastery												Percent of Students Demonstrating Objective Mastery						
All Students Not In Special Education		7601	34	2	2480	62	86	34	49	29	41	44	7	X-66.0	33.2	21	2157	10	27	43	13	29	3	1442
Male		3211	35	3	1083	66	85	34	49	33	39	45	8	X-66.0	33.4	22	1162	11	28	49	14	32	3	1449
Female		4390	34	2	1397	58	87	33	50	26	42	43	7	X-66.0	33.1	21	995	9	25	36	13	26	2	1434
No Information Provided		0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Native American		17	41	12	2	---	---	---	---	---	---	---	---	---	---	---	4	---	---	---	---	---	---	---
Asian		228	33	2	133	60	86	29	33	20	50	38	3	X-63.3	30.0	17	105	8	14	25	10	18	2	1417
African American		1936	33	2	442	61	88	42	52	28	38	47	6	X-66.8	33.9	22	352	16	32	59	17	38	4	1469
Hispanic		4292	31	2	1653	60	85	30	48	28	38	41	5	X-65.0	32.0	20	1397	6	19	33	9	21	1	1417
White		967	49	5	180	80	89	48	66	44	58	62	26	X-72.8	43.0	37	232	27	62	85	30	67	12	1553
No Information Provided		161	41	3	70	69	91	47	56	36	54	56	20	X-71.2	39.9	32	67	12	45	63	22	48	6	1483
Economically Disadvantaged:	Free Meals	3407	30	2	1353	60	85	31	47	26	39	41	6	X-65.0	32.0	20	1062	7	21	34	10	21	1	1423
	Reduced Meals	299	36	2	80	65	88	30	49	28	53	41	8	X-66.7	33.7	22	84	8	23	46	17	27	1	1447
	Other	148	34	2	50	52	94	32	52	30	28	40	4	X-64.7	31.8	19	43	14	14	37	5	28	2	1420
	No	3553	37	3	916	64	86	37	52	32	42	48	9	X-67.0	34.6	23	892	14	33	52	17	37	4	1463
	No Information Provided	194	39	3	81	69	90	44	53	38	53	57	16	X-70.2	38.6	29	76	8	43	61	26	45	4	1475
Title I, Part A:	Schoolwide Program Participants	2405	31	2	903	61	86	32	49	28	39	41	7	X-65.6	32.7	21	726	7	21	35	11	22	1	1429
	Targeted Assistance Participants	56	34	0	20	35	85	40	30	20	30	30	0	X-62.5	29.2	16	17	12	29	59	0	41	0	1460
	Nonparticipants (Previous Participants)	27	37	7	8	63	88	75	88	38	63	75	25	X-75.9	44.1	39	3	---	---	---	---	---	---	---
	Homeless Participants at Non-Title I Schools	1	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	4922	35	2	1469	62	85	34	49	29	41	45	7	X-66.0	33.3	21	1335	12	29	46	14	32	3	1447
	No Information Provided	190	39	2	80	68	91	44	53	36	56	56	16	X-70.2	38.2	29	76	8	41	59	24	45	4	1476
Migrant:	Yes	292	26	2	140	56	80	24	50	20	34	30	4	X-63.3	30.1	17	114	8	26	37	6	22	0	1435
	No	7123	34	2	2263	62	86	34	49	29	41	44	7	X-66.0	33.2	21	1970	10	26	43	13	29	3	1441
	No Information Provided	186	40	2	77	70	91	44	57	38	55	57	19	X-71.0	39.5	31	73	7	45	62	25	44	4	1477
Limited English Proficient:	Yes	1864	25	2	1053	58	83	24	42	24	39	36	4	X-63.4	30.3	18	897	3	14	17	6	11	0	1393
	No	5549	37	2	1350	64	88	41	55	33	42	50	9	X-67.8	35.3	24	1189	15	35	62	18	42	4	1477
	No Information Provided	188	38	2	77	69	91	43	55	35	55	56	18	X-70.5	38.6	29	71	7	44	61	23	42	4	1473
Bilingual/ESL Program:	Bilingual	15	20	7	11	64	82	9	36	36	27	36	9	X-59.0	26.4	13	8	0	13	0	0	0	0	1356
	ESL	1688	24	2	984	58	83	23	41	23	40	36	3	X-63.2	30.1	17	863	3	14	17	7	12	0	1393
	Neither	5696	37	2	1400	64	88	41	55	33	40	49	9	X-67.7	35.1	24	1212	15	35	61	18	41	4	1476
	No Information Provided	187	40	3	80	69	91	40	53	35	54	54	15	X-69.7	38.0	28	70	7	40	57	20	41	4	1468
Gifted/Talented Program:	Participants	44	45	0	9	11	89	33	78	22	44	56	0	X-66.4	33.0	21	12	17	25	50	8	33	0	1433
	Nonparticipants	7370	34	2	2395	62	86	33	49	29	40	44	7	X-65.8	33.0	21	2075	10	26	42	13	29	3	1441
	No Information Provided	187	40	3	76	70	91	43	57	37	54	57	18	X-70.9	39.5	31	70	7	44	61	23	43	4	1473
At-Risk:	Yes	5371	33	2	1673	61	86	32	51	28	39	43	6	X-65.8	32.8	21	1402	9	25	43	12	27	2	1438
	No	2054	35	3	733	64	85	37	46	31	44	46	9	X-66.1	33.7	22	685	12	29	42	15	32	4	1448
	No Information Provided	176	39	2	74	68	92	41	54	34	54	54	15	X-70.0	38.0	28	70	7	44	60	24	43	4	1471
Career/Technology Education:	Elective	2409	35	3	777	63	86	34	52	30	42	47	7	X-66.6	33.8	22	618	11	30	49	14	33	3	1449
	Coherent Sequence	706	34	2	197	60	83	32	50	28	37	38	9	X-64.6	31.9	20	175	10	18	42	10	22	1	1429
	Tech Prep	268	36	1	80	65	90	30	51	28	35	43	5	X-66.2	32.8	21	65	8	17	35	5	17	2	1417
	No	4018	33	2	1347	61	86	33	47	28	40	43	7	X-65.5	32.8	21	1221	10	26	40	13	28	2	1440
	No Information Provided	200	40	3	79	72	92	43	54	35	53	56	18	X-70.5	38.6	29	78	9	42	60	23	42	5	1483

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN			MATHEMATICS																			
					CONCEPTS					OPERATIONS				PROBLEM SOLVING								
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
					Percent of Students Demonstrating Objective Mastery																		
All Students Not In Special Education	7601	34	2	5402	57	49	44	29	71	84	71	44	48	51	39	21	49	34	1	X-64.2	41.0	34
Male	3211	35	3	2016	56	48	48	25	67	83	71	40	46	52	44	22	52	34	1	X-64.3	41.2	34
Female	4390	34	2	3386	58	49	42	31	73	85	71	46	49	51	36	20	48	34	1	X-64.1	40.9	33
No Information Provided	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native American	17	41	12	14	64	36	64	43	79	86	79	57	57	71	50	21	64	50	14	X-68.2	46.1	43
Asian	228	33	2	80	54	69	46	39	78	74	73	58	51	51	50	24	45	41	0	X-65.5	42.6	36
African American	1936	33	2	1643	59	47	39	27	71	85	70	43	44	50	35	19	46	31	1	X-63.4	40.1	32
Hispanic	4292	31	2	2811	56	47	45	28	70	83	69	43	49	50	39	18	47	32	1	X-63.7	40.4	32
White	967	49	5	746	59	56	51	35	73	87	77	44	53	56	43	32	65	44	3	X-67.0	44.5	40
No Information Provided	161	41	3	108	54	55	52	25	67	84	71	52	50	63	48	33	56	44	5	X-66.1	43.6	38
Economically Disadvantaged: Free Meals	3407	30	2	2260	56	46	43	27	71	82	68	43	46	49	36	17	44	30	1	X-63.2	39.8	31
Reduced Meals	299	36	2	216	57	47	46	30	68	86	76	48	54	61	34	25	53	38	1	X-65.3	42.2	36
Other	148	34	2	102	53	56	42	35	74	87	68	43	51	49	37	24	46	32	0	X-64.2	40.9	33
No	3553	37	3	2686	58	50	45	31	71	85	73	44	49	52	41	23	53	36	2	X-64.8	41.8	35
No Information Provided	194	39	3	138	57	53	46	30	62	83	71	50	48	59	49	29	57	42	5	X-65.5	42.9	37
Title I, Part A: Schoolwide Program Participants	2405	31	2	1642	54	47	45	27	72	84	70	45	49	51	38	19	47	33	1	X-64.0	40.7	33
Targeted Assistance Participants	56	34	0	41	71	49	49	29	78	83	80	51	46	51	24	12	44	37	0	X-64.6	41.2	34
Nonparticipants (Previous Participants)	27	37	7	21	52	52	43	38	71	95	90	67	57	38	38	5	24	24	0	X-64.7	41.3	34
Homeless Participants at Non-Title I Schools	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	4922	35	2	3567	58	49	43	30	70	84	71	43	47	51	39	21	50	34	2	X-64.2	41.1	34
No Information Provided	190	39	2	130	59	52	48	25	62	83	74	51	47	62	49	29	58	42	5	X-65.6	43.0	37
Migrant: Yes	292	26	2	161	56	42	44	25	69	79	68	44	50	43	39	17	37	27	0	X-62.6	39.1	30
No	7123	34	2	5111	57	49	44	29	71	84	71	43	48	51	38	20	50	34	1	X-64.2	41.0	34
No Information Provided	186	40	2	130	55	52	48	28	66	83	75	51	48	61	47	31	56	45	4	X-66.0	43.5	38
Limited English Proficient: Yes	1864	25	2	882	55	46	49	25	69	78	64	43	47	45	40	13	37	28	1	X-62.3	38.8	30
No	5549	37	2	4389	57	49	43	30	71	85	72	44	48	52	38	22	52	35	1	X-64.5	41.4	34
No Information Provided	188	38	2	131	56	50	47	27	65	82	73	50	47	61	49	28	57	43	4	X-65.7	43.0	37
Bilingual/ESL Program: Bilingual	15	20	7	12	67	25	58	8	33	83	42	33	33	50	25	17	50	25	0	X-58.7	34.5	23
ESL	1688	24	2	748	54	46	49	26	69	76	63	43	46	45	39	13	36	27	1	X-61.9	38.3	29
Neither	5696	37	2	4502	57	49	43	30	71	85	72	43	48	52	38	22	51	35	1	X-64.5	41.4	34
No Information Provided	187	40	3	129	56	50	49	27	64	81	74	50	48	60	47	29	55	43	5	X-65.5	42.8	37
Gifted/Talented Program: Participants	44	45	0	29	62	52	45	28	79	93	79	59	59	69	31	31	48	41	0	X-67.0	44.1	39
Nonparticipants	7370	34	2	5245	57	49	44	29	71	84	71	43	48	51	39	20	49	34	1	X-64.1	40.9	33
No Information Provided	187	40	3	128	56	50	48	29	66	82	73	48	48	59	47	29	55	44	4	X-65.7	43.1	37
At-Risk: Yes	5371	33	2	3912	58	48	43	29	71	85	71	44	48	51	38	20	49	33	1	X-64.1	40.8	33
No	2054	35	3	1371	55	50	46	31	70	83	70	42	48	52	40	22	49	35	2	X-64.3	41.3	34
No Information Provided	176	39	2	119	57	54	46	27	65	83	75	49	46	61	47	29	57	44	4	X-65.8	43.2	37
Career/Technology Education: Elective	2409	35	3	1762	59	48	43	29	71	86	71	44	46	51	38	22	50	34	1	X-64.4	41.3	34
Coherent Sequence	706	34	2	527	56	50	45	31	73	86	70	45	51	54	36	22	51	36	0	X-64.8	41.5	34
Tech Prep	268	36	1	197	54	55	43	30	78	83	75	45	50	52	39	22	55	38	1	X-64.8	41.6	35
No	4018	33	2	2779	56	48	44	28	70	83	70	42	48	50	39	19	48	32	2	X-63.8	40.6	33
No Information Provided	200	40	3	137	57	55	48	28	64	81	75	50	50	62	45	32	57	45	5	X-66.0	43.5	38

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TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
REPORT DATE: MAY 1999
DISTRICT: STATEWIDE
DATE OF TESTING: APRIL 1999
CAMPUS:

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBER OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	1	4
Lacked language control	2	351
Lacked organization/structure	2	138
Lacked support/elaboration	2	431
Drifted from specified purpose	0	20
Used wrong purpose	1	0
Drifted from specified topic	0	7
Wrote off topic	9	
No writing attempted	11	
Indecipherable response	2	
Insufficient response to specified task	1	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	23	565	1354	209	6	2157
PERCENT:	1	26	63	10	0	

APPENDIX H

The following Summary Reports include data for special education students in Grade 12 who took the April 1999 administration of the exit level TAAS; this administration was for graduating students only.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		106	60
2. Supporting Ideas		134	76
3. Summarization		66	38
4. Relationships and Outcomes		82	47
5. Inferences and Generalizations		54	31
6. Point of View, Propaganda, and Fact and Opinion		50	28
Number Tested: 176	Met Minimum Expectations	81	46
Texas Learning Index (TLI): X-63.3	Mastered All Objectives	13	7
MATHEMATICS			
Concepts			
1. Number Concepts		229	51
2. Algebraic/Mathematical Relations and Functions		206	46
3. Geometric Properties and Relationships		194	43
4. Measurement Concepts		83	19
5. Probability and Statistics		263	59
Operations			
6. Use of Addition to Solve Problems		333	74
7. Use of Subtraction to Solve Problems		280	63
8. Use of Multiplication to Solve Problems		132	30
9. Use of Division to Solve Problems		168	38
Problem Solving			
10. Problem Solving Using Estimation		196	44
11. Problem Solving Using Solution Strategies		135	30
12. Problem Solving Using Mathematical Representation		86	19
13. Evaluation of the Reasonableness of a Solution		217	49
Number Tested: 447	Met Minimum Expectations	115	26
Texas Learning Index (TLI): X-60.1	Mastered All Objectives	4	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		21	10

Rating:	0	1	2	3	4
Number:	5	68	127	21	0
Percent:	2	31	57	10	0

		Mastering Number	Mastering Percent
5. Sentence Construction		62	28
6. English Usage		147	67
7. Use of Spelling, Capitalization, and Punctuation		24	11
Number Tested: 221	Met Minimum Expectations	66	30
Average Scale Score: 1439	Mastered All Objectives	3	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1720	100
Students Absent From All Tests	14	1
Students Exempt From All Tests: ARD	394	23
Other Students Not Tested	689	40
Number of Students Tested	623	36

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	174	28
Did Not Meet Minimum Expectations On:		
One Test Only	347	56
Two Tests Only	71	11
All Three Tests	31	5

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	28	176	46	X-63.3	18	447	26	X-60.1	26	221	30	1439
Male	28	112	45	X-61.9	17	266	26	X-59.0	24	177	28	1441
Female	28	64	48	X-65.8	21	181	26	X-61.8	29	44	36	1433
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	---	1	---	---	---	1	---	---	---	0	---	---
Asian	44	2	---	---	---	5	60	X-67.8	41	2	---	---
African American	22	33	39	X-62.4	16	92	23	X-59.1	24	37	16	1423
Hispanic	30	85	51	X-63.5	18	176	25	X-59.2	24	91	29	1428
White	28	55	44	X-63.5	20	173	27	X-61.2	28	91	37	1458
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Economically Disadvantaged: Yes	31	94	53	X-64.9	20	194	28	X-59.7	26	94	27	1434
No	26	82	38	X-61.5	16	253	24	X-60.4	26	127	32	1443
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Title I, Part A: Participants	33	56	57	X-66.8	22	115	26	X-59.7	26	55	24	1438
Nonparticipants	26	119	41	X-61.8	17	330	26	X-60.3	26	165	32	1440
No Information Provided	---	1	---	---	---	2	---	---	---	1	---	---
Migrant: Yes	26	12	67	X-68.9	27	36	25	X-62.2	30	14	14	1423
No	28	163	45	X-63.1	18	409	26	X-60.0	26	206	31	1441
No Information Provided	---	1	---	---	---	2	---	---	---	1	---	---
Limited English Proficient: Yes	31	27	56	X-65.5	20	54	31	X-62.5	30	22	14	1433
No	28	147	44	X-63.0	18	391	25	X-59.8	25	196	31	1440
No Information Provided	---	2	---	---	---	2	---	---	---	3	---	---
Bilingual: Participants	---	0	---	---	---	0	---	---	---	0	---	---
Nonparticipants	28	168	44	X-62.7	17	427	26	X-60.0	26	216	30	1437
No Information Provided	28	8	88	X-76.3	41	20	25	X-63.3	32	5	40	1526
ESL: Participants	37	11	36	X-56.1	11	25	40	X-65.8	37	13	8	1398
Nonparticipants	27	157	45	X-63.1	18	403	25	X-59.6	25	203	31	1440
No Information Provided	29	8	88	X-76.3	41	19	26	X-63.0	32	5	40	1526
Gifted/Talented: Participants	23	10	70	X-71.1	32	25	20	X-61.7	29	7	29	1479
Nonparticipants	28	166	45	X-62.8	18	421	26	X-60.0	26	213	30	1438
No Information Provided	---	0	---	---	---	1	---	---	---	1	---	---
At-Risk: Yes	29	132	48	X-64.3	19	333	27	X-60.6	27	165	33	1442
No	24	43	40	X-60.1	15	114	23	X-58.8	24	55	20	1429
No Information Provided	---	1	---	---	---	0	---	---	---	1	---	---
Career/Technology Educ.: Participants	25	97	44	X-61.8	17	262	24	X-59.1	24	141	26	1429
Nonparticipants	32	75	47	X-65.2	20	182	28	X-61.5	28	77	35	1457
No Information Provided	40	4	---	---	---	3	---	---	---	3	---	---
Oral Administration: Math	40	2	---	---	---	30	40	X-64.1	35	3	---	---

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - SPECIAL EDUCATION STUDENTS

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999
GRADE: 12-EXIT LEVEL
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN			READING												WRITING							
					READING COMPREHENSION (Percent of Students Demonstrating Objective Mastery)												WRITTEN COMMUNICATION (Percent of Students Demonstrating Objective Mastery)						
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW, PROPAGANDA, AND FACT AND OPINION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
All Special Education Students	623	28	1	176	60	76	38	47	31	28	46	7	X-63.3	30.9	18	221	10	28	67	11	30	1	1439
Male	398	28	1	112	60	72	33	49	31	25	45	9	X-61.9	29.6	17	177	8	27	71	12	28	2	1441
Female	225	28	0	64	61	83	45	42	30	34	48	5	X-65.8	33.2	21	44	14	34	50	7	36	0	1433
No Information Provided	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Native American	2	---	---	1	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Asian	9	44	0	2	---	---	---	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---
African American	119	22	0	33	52	85	39	36	27	18	39	0	X-62.4	29.2	16	37	5	14	54	5	16	0	1423
Hispanic	251	30	0	85	58	79	34	53	29	26	51	4	X-63.5	30.9	18	91	9	31	68	12	29	1	1428
White	242	28	2	55	67	65	44	44	35	40	44	18	X-63.5	31.9	20	91	12	32	71	12	37	2	1458
No Information Provided	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Economically Disadvantaged: Free Meals	235	29	1	87	61	86	39	53	39	25	54	6	X-65.9	33.4	22	81	11	26	70	11	26	2	1432
Reduced Meals	33	45	0	3	---	---	---	---	---	---	---	---	---	---	---	9	11	22	78	0	33	0	1461
Other	8	25	0	4	---	---	---	---	---	---	---	---	---	---	---	4	---	---	---	---	---	---	---
No	347	26	1	82	62	68	37	40	23	34	38	10	X-61.5	29.2	16	127	9	30	64	12	32	1	1443
No Information Provided	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Title I, Part A: Schoolwide Program Participants	163	33	1	55	65	85	45	55	36	20	58	4	X-67.1	34.1	23	55	11	29	64	2	24	2	1438
Targeted Assistance Participants	3	---	---	1	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Nonparticipants (Previous Participants)	2	---	---	0	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Homeless Participants at Non-Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	453	26	1	119	58	72	34	44	29	33	41	9	X-61.8	29.7	17	164	9	28	67	14	32	1	1441
No Information Provided	2	---	---	1	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Migrant: Yes	46	26	0	12	67	75	58	50	42	25	67	8	X-68.9	37.1	27	14	7	29	57	0	14	0	1423
No	575	28	1	163	60	77	36	47	30	29	45	7	X-63.1	30.7	18	206	10	28	67	12	31	1	1441
No Information Provided	2	---	---	1	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Limited English Proficient: Yes	75	31	0	27	67	81	37	48	41	26	56	4	X-65.5	32.6	20	22	9	23	50	5	14	0	1433
No	544	28	1	147	59	76	37	46	29	29	44	8	X-63.0	30.8	18	196	10	28	68	12	31	2	1440
No Information Provided	4	---	---	2	---	---	---	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---
Bilingual/ESL Program: Bilingual	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	0	---	---	---	---	---	---	---
ESL	35	37	0	11	64	64	18	36	27	18	36	0	X-56.1	23.6	11	13	8	15	38	0	8	0	1398
Neither	564	27	1	157	59	76	37	46	29	29	45	8	X-63.1	30.7	18	203	9	28	68	12	31	1	1440
No Information Provided	24	29	0	8	88	88	75	63	63	38	88	13	X-76.3	45.4	41	5	20	60	80	0	40	0	1526
Gifted/Talented Program: Participants	31	23	0	10	70	90	60	50	50	40	70	10	X-71.1	40.0	32	7	14	43	57	0	29	0	1479
Nonparticipants	590	28	1	166	60	75	36	46	30	28	45	7	X-62.8	30.4	18	213	9	27	67	11	30	1	1438
No Information Provided	2	---	---	0	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
At-Risk: Yes	465	29	1	132	61	79	38	48	33	28	48	8	X-64.3	31.8	19	165	10	28	69	12	33	1	1442
No	156	24	1	43	56	67	37	44	21	28	40	5	X-60.1	28.1	15	55	7	27	58	9	20	2	1429
No Information Provided	2	---	---	1	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Career/Technology Education: Elective	256	25	0	74	62	73	38	39	27	32	43	9	X-61.7	30.0	17	94	10	26	69	9	30	1	1435
Coherent Sequence	76	22	0	20	55	70	40	40	20	30	55	5	X-62.8	29.8	17	34	0	12	56	6	12	0	1410
Tech Prep	36	36	0	3	---	---	---	---	---	---	---	---	---	---	---	13	15	31	69	8	38	0	1438
No	250	32	2	75	59	81	39	56	37	25	47	7	X-65.2	32.5	20	77	13	36	68	17	35	3	1457
No Information Provided	5	40	0	4	---	---	---	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY – SPECIAL EDUCATION STUDENTS

REPORT DATE: **MAY 1999**
DATE OF TESTING: **APRIL 1999**
GRADE: **12-EXIT LEVEL**
STATEWIDE

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN			MATHEMATICS																		
					CONCEPTS 1	2	3	4	5	OPERATIONS 6	7	8	9	PROBLEM SOLVING 10	11	12	13					
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
					Percent of Students Demonstrating Objective Mastery																	
All Special Education Students	623	28	1	447	51	46	43	19	59	74	63	30	38	44	30	19	49	26	1	X-60.1	36.4	26
Male	398	28	1	266	50	42	45	14	53	70	58	29	36	44	31	20	45	26	1	X-59.0	35.2	24
Female	225	28	0	181	53	51	40	25	68	82	69	30	40	44	29	19	53	26	1	X-61.8	38.2	29
No Information Provided	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native American	2	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	9	44	0	5	60	100	80	20	100	100	60	20	40	60	60	20	40	60	0	X-67.8	45.2	41
African American	119	22	0	92	52	45	33	18	58	79	65	27	41	41	27	14	46	23	0	X-59.1	34.9	24
Hispanic	251	30	0	176	51	41	40	16	59	72	58	30	36	40	29	17	47	25	0	X-59.2	35.4	24
White	242	28	2	173	50	50	51	21	58	73	66	31	37	49	32	24	52	27	2	X-61.2	37.8	28
No Information Provided	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged: Free Meals	235	29	1	165	50	39	39	18	56	73	59	33	40	44	30	18	47	26	2	X-59.1	35.4	24
Reduced Meals	33	45	0	25	68	44	56	20	76	76	72	28	40	48	44	24	48	44	0	X-63.7	40.3	32
Other	8	25	0	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	347	26	1	253	50	51	45	19	59	75	63	28	36	43	29	20	50	24	0	X-60.4	36.7	26
No Information Provided	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A: Schoolwide Program Participants	163	33	1	113	52	40	37	19	60	71	63	37	39	45	29	16	44	26	2	X-59.5	35.9	25
Targeted Assistance Participants	3	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants (Previous Participants)	2	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Homeless Participants at Non-Title I Schools	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	453	26	1	329	51	49	45	18	58	76	62	27	36	43	31	20	50	26	1	X-60.3	36.5	26
No Information Provided	2	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant: Yes	46	26	0	36	56	44	47	19	58	86	56	44	44	50	36	17	44	25	3	X-62.2	38.9	30
No	575	28	1	409	51	46	43	18	59	74	63	28	37	43	30	19	49	26	1	X-60.0	36.2	26
No Information Provided	2	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient: Yes	75	31	0	54	50	46	43	19	69	85	63	44	48	48	41	19	50	31	2	X-62.5	38.9	30
No	544	28	1	391	51	46	44	18	57	73	63	27	36	43	29	19	48	25	1	X-59.8	36.0	25
No Information Provided	4	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual/ESL Program: Bilingual	0	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	35	37	0	25	48	44	48	20	88	84	64	48	48	56	60	32	64	40	0	X-65.8	42.8	37
Neither	564	27	1	403	51	46	43	18	57	73	62	28	36	43	29	19	48	25	1	X-59.6	35.8	25
No Information Provided	24	29	0	19	58	58	47	32	63	95	68	47	47	47	26	5	47	26	5	X-63.0	39.9	32
Gifted/Talented Program: Participants	31	23	0	25	60	48	40	28	60	92	64	44	52	44	24	12	44	20	4	X-61.7	38.2	29
Nonparticipants	590	28	1	421	51	46	44	18	59	73	63	29	37	44	30	20	49	26	1	X-60.0	36.3	26
No Information Provided	2	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk: Yes	465	29	1	333	55	46	45	20	59	75	61	30	38	42	31	19	50	27	1	X-60.6	36.9	27
No	156	24	1	114	41	47	39	13	57	73	68	27	35	48	29	20	44	23	0	X-58.8	34.9	24
No Information Provided	2	---	---	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technology Education: Elective	256	25	0	186	55	44	41	17	62	72	61	28	42	43	27	19	46	23	1	X-59.2	35.5	25
Coherent Sequence	76	22	0	52	35	37	44	15	50	75	56	31	27	48	17	23	48	23	0	X-58.1	33.9	22
Tech Prep	36	36	0	24	42	50	33	21	50	67	71	25	29	33	33	25	58	33	0	X-60.7	36.5	26
No	250	32	2	182	53	49	47	20	59	78	66	30	37	45	37	18	50	28	1	X-61.5	38.0	28
No Information Provided	5	40	0	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
DISTRICT: STATEWIDE
CAMPUS:

REPORT DATE: MAY 1999
DATE OF TESTING: APRIL 1999

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBER OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	0
Lacked language control	0	12
Lacked organization/structure	0	9
Lacked support/elaboration	0	66
Drifted from specified purpose	0	2
Used wrong purpose	0	0
Drifted from specified topic	0	0
Wrote off topic	0	
No writing attempted	2	
Indecipherable response	0	
Insufficient response to specified task	3	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	5	68	127	21	0	221
PERCENT:	2	31	57	10	0	

APPENDIX I

The following Summary Reports include data for all students not in special education in Grades 10 through 12 who took the October 1998 administration of the exit level TAAS.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		2635	65
2. Supporting Ideas		3241	81
3. Summarization		2113	52
4. Relationships and Outcomes		2157	54
5. Inferences and Generalizations		1587	39
6. Point of View, Propaganda, Fact and Opinion		1740	43
Number Tested: **4025**	Met Minimum Expectations	2198	55
Texas Learning Index (TLI): **X-68.5**	Mastered All Objectives	754	19
MATHEMATICS			
Concepts			
1. Number Concepts		2677	46
2. Algebraic/Mathematical Relations and Functions		3056	52
3. Geometric Properties and Relationships		2822	48
4. Measurement Concepts		1306	22
5. Probability and Statistics		3220	55
Operations			
6. Use of Addition to Solve Problems		4024	69
7. Use of Subtraction to Solve Problems		3180	55
8. Use of Multiplication to Solve Problems		2312	40
9. Use of Division to Solve Problems		3106	53
Problem Solving			
10. Problem Solving Using Estimation		3426	59
11. Problem Solving Using Solution Strategies		2443	42
12. Problem Solving Using Mathematical Representation		1688	29
13. Evaluation of the Reasonableness of a Solution		3908	67
Number Tested: **5832**	Met Minimum Expectations	1969	34
Texas Learning Index (TLI): **X-63.4**	Mastered All Objectives	166	3
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		574	16

Rating:	0	1	2	3	4
Number:	87	918	2110	546	28
Percent:	2	25	57	15	1

		Mastering Number	Mastering Percent
5. Sentence Construction		1617	44
6. English Usage		2423	66
7. Use of Spelling, Capitalization, and Punctuation		1237	34
Number Tested: **3689**	Met Minimum Expectations	1754	48
Average Scale Score: **1486**	Mastered All Objectives	257	7

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	8802	100
Students Absent From All Tests	656	7
Other Students Not Tested	1061	12
Number of Students Tested	7085	80

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	2303	33
Did Not Meet Minimum Expectations On:		
One Test Only	2761	39
Two Tests Only	1199	17
All Three Tests	822	12

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 10-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education		33	4025	55	X-68.5	28	5832	34	X-63.4	32	3689	48	1486
Male		33	2308	54	X-67.9	27	3081	35	X-63.9	34	2197	44	1471
Female		31	1714	56	X-69.4	29	2746	32	X-62.9	31	1490	53	1508
No Information Provided		17	3	---	---	--	5	0	X-43.2	5	2	---	---
Native American		77	6	100	X-83.2	58	11	73	X-75.4	60	9	89	1590
Asian		26	95	34	X-59.4	15	106	33	X-63.5	33	92	33	1405
African American		27	846	52	X-68.2	26	1320	28	X-61.2	28	752	49	1497
Hispanic		29	2167	48	X-65.9	23	3039	31	X-62.5	30	1966	41	1462
White		47	816	76	X-76.4	45	1239	47	X-67.7	42	790	66	1546
No Information Provided		26	95	62	X-71.7	35	117	32	X-63.6	34	80	43	1462
Economically Disadvantaged:	Yes	28	1906	48	X-65.7	23	2650	30	X-62.1	30	1718	40	1462
	No	36	1965	60	X-70.8	32	2982	37	X-64.4	35	1840	54	1506
	No Information Provided	37	154	67	X-73.9	39	200	40	X-65.3	38	131	54	1516
Title I, Part A:	Participants	28	1125	46	X-65.6	22	1563	31	X-62.2	30	997	41	1467
	Nonparticipants	34	2761	58	X-69.4	29	4091	35	X-63.7	33	2575	50	1492
	No Information Provided	35	139	68	X-73.9	39	178	39	X-65.7	39	117	51	1518
Migrant:	Yes	26	149	39	X-62.4	18	178	30	X-61.2	28	135	29	1429
	No	33	3731	55	X-68.6	28	5470	34	X-63.4	32	3436	48	1487
	No Information Provided	35	145	66	X-73.8	39	184	39	X-65.6	39	118	51	1513
Limited English Proficient:	Yes	15	755	29	X-58.2	13	796	22	X-59.6	25	694	21	1390
	No	35	3130	60	X-70.8	31	4863	36	X-63.9	33	2881	54	1508
	No Information Provided	35	140	66	X-74.3	40	173	40	X-66.1	40	114	53	1522
Bilingual:	Participants	20	4	---	---	--	5	40	X-57.8	21	3	---	---
	Nonparticipants	32	3870	54	X-68.5	27	5635	34	X-63.3	32	3564	47	1485
	No Information Provided	35	151	66	X-73.5	39	192	39	X-65.8	39	122	52	1512
ESL:	Participants	14	645	27	X-57.2	12	665	22	X-59.2	24	605	19	1381
	Nonparticipants	35	3231	60	X-70.6	31	4977	35	X-63.8	33	2962	53	1506
	No Information Provided	35	149	67	X-73.8	40	190	39	X-65.9	40	122	52	1513
Gifted/Talented:	Participants	49	31	68	X-74.5	42	46	50	X-68.2	44	26	58	1548
	Nonparticipants	32	3848	54	X-68.3	27	5598	33	X-63.2	32	3542	47	1484
	No Information Provided	36	146	67	X-74.4	41	188	40	X-66.3	41	121	53	1520
At-Risk:	Yes	31	2551	55	X-68.3	27	3761	32	X-62.9	31	2325	47	1485
	No	36	1333	53	X-68.4	28	1889	37	X-64.1	34	1249	49	1486
	No Information Provided	35	141	67	X-74.4	40	182	40	X-65.8	40	115	52	1513
Career/Technology Educ.:	Participants	34	1616	57	X-69.7	29	2429	35	X-64.0	34	1472	50	1500
	Nonparticipants	31	2232	52	X-67.4	26	3166	33	X-62.7	31	2070	46	1476
	No Information Provided	33	177	61	X-71.9	35	237	37	X-65.3	38	147	49	1493
Special Ed. Status Not Provided		35	147	65	X-73.6	39	185	41	X-65.9	40	121	50	1513
Oral Administration:	Math	---	2	---	---	--	2	---	---	--	2	---	---

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		20280	72
2. Supporting Ideas		24339	86
3. Summarization		17420	62
4. Relationships and Outcomes		16919	60
5. Inferences and Generalizations		13506	48
6. Point of View, Propaganda, Fact and Opinion		14882	53
Number Tested: 28201	Met Minimum Expectations	18184	64
Texas Learning Index (TLI): X-72.9	Mastered All Objectives	7193	26
MATHEMATICS			
Concepts			
1. Number Concepts		25599	57
2. Algebraic/Mathematical Relations and Functions		27193	60
3. Geometric Properties and Relationships		26363	59
4. Measurement Concepts		14643	33
5. Probability and Statistics		29912	66
Operations			
6. Use of Addition to Solve Problems		35950	80
7. Use of Subtraction to Solve Problems		29707	66
8. Use of Multiplication to Solve Problems		22530	50
9. Use of Division to Solve Problems		29350	65
Problem Solving			
10. Problem Solving Using Estimation		28771	64
11. Problem Solving Using Solution Strategies		22674	50
12. Problem Solving Using Mathematical Representation		18116	40
13. Evaluation of the Reasonableness of a Solution		32895	73
Number Tested: 45014	Met Minimum Expectations	21495	48
Texas Learning Index (TLI): X-68.1	Mastered All Objectives	2424	5
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		5607	22

Rating:	0	1	2	3	4
Number:	344	5020	14445	5239	368
Percent:	1	20	57	21	1

		Mastering Number	Mastering Percent
5. Sentence Construction		13321	52
6. English Usage		17673	70
7. Use of Spelling, Capitalization, and Punctuation		10182	40
Number Tested: 25416	Met Minimum Expectations	14598	57
Average Scale Score: 1524	Mastered All Objectives	2772	11

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	60259	100
Students Absent From All Tests	1421	2
Other Students Not Tested	3931	7
Number of Students Tested	54907	91

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	24672	45
Did Not Meet Minimum Expectations On:		
One Test Only	19864	36
Two Tests Only	6623	12
All Three Tests	3748	7

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 11-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	45	28201	64	X-72.9	36	45014	48	X-68.1	43	25416	57	1524
Male	46	14003	65	X-72.7	36	19327	51	X-68.9	45	13390	54	1509
Female	44	14159	64	X-73.1	36	25640	46	X-67.6	41	11990	61	1541
No Information Provided	42	39	69	X-72.9	36	47	51	X-69.0	47	36	58	1505
Native American	50	88	73	X-77.0	48	112	57	X-72.1	53	71	63	1554
Asian	44	1100	57	X-69.8	31	1064	61	X-71.8	54	976	50	1510
African American	37	4861	63	X-72.1	33	9271	38	X-65.4	36	4144	57	1518
Hispanic	37	14191	54	X-68.7	27	20981	42	X-66.4	38	12644	48	1485
White	62	7562	85	X-81.5	59	13124	63	X-72.4	54	7189	75	1596
No Information Provided	45	399	74	X-76.2	47	462	53	X-69.8	49	392	62	1541
Economically Disadvantaged: Yes	37	12835	53	X-68.6	26	18719	41	X-66.1	38	11099	48	1486
No	51	14590	74	X-76.5	45	25375	53	X-69.6	46	13560	65	1554
No Information Provided	45	776	75	X-77.4	50	920	56	X-70.5	51	757	61	1541
Title I, Part A: Participants	40	7354	57	X-69.9	29	11042	43	X-66.8	40	6302	52	1502
Nonparticipants	47	20207	67	X-73.9	39	33221	49	X-68.5	44	18495	59	1531
No Information Provided	44	640	72	X-76.2	47	751	54	X-69.9	49	619	61	1537
Migrant: Yes	33	1017	49	X-66.3	22	1263	38	X-65.4	36	909	43	1467
No	45	26546	65	X-73.1	37	42994	48	X-68.2	43	23883	58	1526
No Information Provided	45	638	73	X-76.4	47	757	55	X-70.2	50	624	61	1539
Limited English Proficient: Yes	24	6309	37	X-62.4	17	6254	35	X-64.4	34	5820	30	1426
No	49	21283	72	X-75.9	43	38037	50	X-68.7	44	18998	66	1553
No Information Provided	44	609	73	X-76.4	47	723	55	X-70.0	50	598	62	1540
Bilingual: Participants	25	37	49	X-65.5	21	40	35	X-66.9	41	40	43	1451
Nonparticipants	45	27483	64	X-72.9	36	44173	48	X-68.1	43	24707	57	1524
No Information Provided	43	681	69	X-74.6	43	801	53	X-69.5	48	669	59	1524
ESL: Participants	22	5655	36	X-61.9	16	5425	35	X-64.3	34	5296	28	1419
Nonparticipants	49	21886	72	X-75.7	42	38817	49	X-68.7	44	19470	65	1552
No Information Provided	44	660	70	X-75.1	44	772	53	X-69.6	49	650	61	1529
Gifted/Talented: Participants	72	512	90	X-85.7	74	914	71	X-75.5	64	466	85	1702
Nonparticipants	44	27025	64	X-72.6	35	43314	47	X-67.9	42	24304	57	1520
No Information Provided	47	664	74	X-77.0	49	786	56	X-70.4	51	646	64	1546
At-Risk: Yes	41	15218	59	X-70.6	30	25943	42	X-66.7	39	13133	53	1503
No	51	12346	70	X-75.6	44	18320	55	X-70.1	48	11661	62	1547
No Information Provided	45	637	74	X-76.9	49	751	55	X-70.4	51	622	63	1540
Career/Technology Educ.: Participants	46	11973	65	X-72.8	35	20558	47	X-68.0	42	10666	59	1523
Nonparticipants	44	15325	64	X-72.8	37	23385	48	X-68.2	43	13866	56	1524
No Information Provided	43	903	72	X-76.1	46	1071	53	X-69.5	48	884	60	1533
Special Ed. Status Not Provided	46	642	74	X-76.7	48	764	55	X-70.3	50	635	63	1542
Oral Administration: Math	30	30	43	X-66.2	23	55	40	X-65.7	37	29	41	1479

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		6407	68
2. Supporting Ideas		8275	88
3. Summarization		5460	58
4. Relationships and Outcomes		5191	55
5. Inferences and Generalizations		4280	46
6. Point of View, Propaganda, Fact and Opinion		4900	52
Number Tested: 9393	Met Minimum Expectations	5648	60
Texas Learning Index (TLI): X-72.3	Mastered All Objectives	2214	24
MATHEMATICS			
Concepts			
1. Number Concepts		12142	64
2. Algebraic/Mathematical Relations and Functions		11517	60
3. Geometric Properties and Relationships		11164	58
4. Measurement Concepts		6934	36
5. Probability and Statistics		13281	70
Operations			
6. Use of Addition to Solve Problems		15910	83
7. Use of Subtraction to Solve Problems		13240	69
8. Use of Multiplication to Solve Problems		10699	56
9. Use of Division to Solve Problems		13228	69
Problem Solving			
10. Problem Solving Using Estimation		11672	61
11. Problem Solving Using Solution Strategies		9984	52
12. Problem Solving Using Mathematical Representation		8183	43
13. Evaluation of the Reasonableness of a Solution		13680	72
Number Tested: 19104	Met Minimum Expectations	9847	52
Texas Learning Index (TLI): X-69.3	Mastered All Objectives	1022	5
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		1825	22

Rating:	0	1	2	3	4
Number:	70	1490	5036	1690	135
Percent:	1	18	60	20	2

		Mastering Number	Mastering Percent
5. Sentence Construction		4225	50
6. English Usage		5327	63
7. Use of Spelling, Capitalization, and Punctuation		3167	38
Number Tested: 8421	Met Minimum Expectations	4601	55
Average Scale Score: 1522	Mastered All Objectives	850	10

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	25770	100
Students Absent From All Tests	379	1
Other Students Not Tested	1738	7
Number of Students Tested	23653	92

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	11243	48
Did Not Meet Minimum Expectations On:		
One Test Only	9030	38
Two Tests Only	2348	10
All Three Tests	1032	4

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	48	9393	60	X-72.3	35	19104	52	X-69.3	45	8421	55	1522
Male	48	4473	62	X-72.4	36	7666	53	X-69.9	47	4416	52	1511
Female	47	4912	58	X-72.1	35	11423	50	X-68.9	44	3994	57	1533
No Information Provided	33	8	75	X-73.8	41	15	33	X-64.6	35	11	45	1462
Native American	66	47	91	X-82.9	62	70	70	X-74.7	59	46	78	1638
Asian	49	519	58	X-71.4	33	428	67	X-73.8	60	444	53	1525
African American	42	1565	59	X-71.5	31	4653	43	X-66.9	39	1252	54	1514
Hispanic	42	4897	47	X-67.4	24	8904	47	X-67.7	41	4227	42	1473
White	65	2170	88	X-83.5	66	4777	68	X-73.9	58	2265	77	1611
No Information Provided	51	195	72	X-76.2	47	272	56	X-70.7	50	187	63	1556
Economically Disadvantaged: Yes	41	4291	47	X-67.3	24	7853	45	X-67.2	40	3502	42	1473
No	53	4755	71	X-76.4	46	10778	56	X-70.7	49	4581	63	1556
No Information Provided	52	347	73	X-77.2	50	473	58	X-71.6	53	338	66	1559
Title I, Part A: Participants	41	2584	48	X-67.8	25	4771	45	X-67.4	40	2106	45	1483
Nonparticipants	50	6515	65	X-73.9	39	13926	54	X-69.9	47	6026	58	1534
No Information Provided	49	294	68	X-75.1	44	407	55	X-70.4	49	289	60	1538
Migrant: Yes	40	411	43	X-66.5	22	542	46	X-66.9	39	320	40	1463
No	48	8697	61	X-72.4	36	18163	52	X-69.3	45	7818	55	1523
No Information Provided	49	285	68	X-74.8	44	399	56	X-70.4	50	283	60	1542
Limited English Proficient: Yes	32	2721	39	X-64.5	19	2681	41	X-66.3	38	2408	34	1451
No	51	6388	69	X-75.4	43	16028	53	X-69.7	46	5732	63	1550
No Information Provided	50	284	68	X-75.4	46	395	57	X-70.9	51	281	64	1554
Bilingual: Participants	50	18	39	X-64.3	20	22	59	X-68.5	45	18	39	1495
Nonparticipants	48	9060	60	X-72.2	35	18656	51	X-69.2	45	8092	54	1521
No Information Provided	49	315	69	X-75.4	46	426	56	X-71.1	52	311	63	1550
ESL: Participants	31	2500	39	X-64.2	19	2293	41	X-66.2	38	2305	33	1448
Nonparticipants	51	6605	68	X-75.2	42	16414	53	X-69.7	46	5830	63	1549
No Information Provided	49	288	69	X-75.3	45	397	55	X-70.7	51	286	63	1550
Gifted/Talented: Participants	65	105	79	X-81.0	62	223	69	X-74.3	60	98	76	1628
Nonparticipants	47	8998	60	X-72.0	35	18471	51	X-69.2	45	8034	54	1519
No Information Provided	52	290	71	X-76.4	49	410	57	X-71.1	52	289	64	1556
At-Risk: Yes	45	4853	52	X-68.7	26	11654	47	X-67.9	41	3996	47	1488
No	52	4267	69	X-76.1	46	7070	59	X-71.4	52	4152	61	1551
No Information Provided	51	273	69	X-75.7	46	380	58	X-71.2	52	273	64	1558
Career/Technology Educ.: Participants	47	3893	59	X-71.5	33	8842	50	X-68.8	44	3259	52	1513
Nonparticipants	48	5110	60	X-72.6	36	9723	53	X-69.6	46	4777	55	1525
No Information Provided	51	390	70	X-76.0	47	539	57	X-71.0	51	385	64	1558
Special Ed. Status Not Provided	50	290	70	X-75.9	47	403	56	X-70.8	51	288	64	1556
Oral Administration: Math	54	16	38	X-64.3	19	45	62	X-67.9	41	11	27	1409

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APPENDIX J

The following Summary Reports include data for special education students in Grades 10 through 12 who took the October 1998 administration of the exit level TAAS.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

Page 1 of 2

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		266	60
2. Supporting Ideas		319	72
3. Summarization		190	43
4. Relationships and Outcomes		200	45
5. Inferences and Generalizations		148	33
6. Point of View, Propaganda, Fact and Opinion		163	37
Number Tested: 445	Met Minimum Expectations	199	45
Texas Learning Index (TLI): X-63.9	Mastered All Objectives	64	14
MATHEMATICS			
Concepts			
1. Number Concepts		180	34
2. Algebraic/Mathematical Relations and Functions		283	53
3. Geometric Properties and Relationships		247	46
4. Measurement Concepts		99	19
5. Probability and Statistics		200	37
Operations			
6. Use of Addition to Solve Problems		270	50
7. Use of Subtraction to Solve Problems		193	36
8. Use of Multiplication to Solve Problems		135	25
9. Use of Division to Solve Problems		175	33
Problem Solving			
10. Problem Solving Using Estimation		277	52
11. Problem Solving Using Solution Strategies		157	29
12. Problem Solving Using Mathematical Representation		85	16
13. Evaluation of the Reasonableness of a Solution		291	54
Number Tested: 535	Met Minimum Expectations	105	20
Texas Learning Index (TLI): X-57.0	Mastered All Objectives	2	0
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		24	6

Rating:	0	1	2	3	4
Number:	6	193	197	24	0
Percent:	1	46	47	6	0

		Number	Percent
5. Sentence Construction		115	27
6. English Usage		269	64
7. Use of Spelling, Capitalization, and Punctuation		88	21
Number Tested: 420	Met Minimum Expectations	105	25
Average Scale Score: 1420	Mastered All Objectives	5	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1187	100
Students Absent From All Tests	152	13
Students Exempt From All Tests: ARD	231	19
Other Students Not Tested	120	10
Number of Students Tested	684	58

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	118	17
Did Not Meet Minimum Expectations On:		
One Test Only	260	38
Two Tests Only	187	27
All Three Tests	119	17

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	17	445	45	X-63.9	20	535	20	X-57.0	21	420	25	1420
Male	18	335	44	X-62.8	19	403	21	X-57.3	21	320	23	1415
Female	16	110	48	X-67.0	23	132	15	X-56.3	20	100	32	1438
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Native American	---	4	---	---	--	3	---	---	--	3	---	---
Asian	33	5	60	X-65.2	21	6	33	X-60.0	26	3	---	---
African American	13	70	40	X-61.2	16	88	18	X-54.8	17	68	24	1410
Hispanic	15	173	36	X-61.3	16	198	18	X-57.0	21	163	23	1419
White	20	192	53	X-67.0	26	240	21	X-57.8	22	183	27	1424
No Information Provided	---	1	---	---	--	0	---	---	--	0	---	---
Economically Disadvantaged: Yes	16	176	40	X-61.9	17	214	20	X-57.6	22	156	23	1403
No	18	268	48	X-65.0	22	319	19	X-56.5	20	263	26	1431
No Information Provided	---	1	---	---	--	2	---	---	--	1	---	---
Title I, Part A: Participants	16	93	37	X-60.3	16	103	17	X-56.2	20	80	23	1412
Nonparticipants	18	352	47	X-64.8	21	432	20	X-57.2	21	340	26	1422
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Migrant: Yes	8	11	18	X-57.5	13	5	40	X-68.0	41	8	0	1339
No	17	434	45	X-64.0	20	530	19	X-56.9	21	412	25	1422
No Information Provided	---	0	---	---	--	0	---	---	--	0	---	---
Limited English Proficient: Yes	8	38	29	X-56.8	12	37	14	X-56.1	19	24	25	1407
No	18	406	46	X-64.5	21	498	20	X-57.1	21	396	25	1421
No Information Provided	---	1	---	---	--	0	---	---	--	0	---	---
Bilingual: Participants	---	0	---	---	--	0	---	---	--	0	---	---
Nonparticipants	17	444	45	X-63.9	20	535	20	X-57.0	21	419	25	1420
No Information Provided	---	1	---	---	--	0	---	---	--	1	---	---
ESL: Participants	0	22	18	X-50.6	7	20	5	X-55.2	18	13	23	1408
Nonparticipants	18	420	46	X-64.6	21	514	20	X-57.1	21	404	25	1420
No Information Provided	---	3	---	---	--	1	---	---	--	3	---	---
Gifted/Talented: Participants	---	1	---	---	--	1	---	---	--	0	---	---
Nonparticipants	17	443	44	X-63.8	20	533	20	X-57.0	21	419	25	1420
No Information Provided	---	1	---	---	--	1	---	---	--	1	---	---
At-Risk: Yes	16	300	45	X-63.5	20	368	20	X-57.0	21	286	24	1416
No	19	143	44	X-64.3	21	164	20	X-57.1	21	132	27	1430
No Information Provided	---	2	---	---	--	3	---	---	--	2	---	---
Career/Technology Educ.: Participants	18	237	42	X-62.6	18	293	21	X-57.1	21	218	22	1416
Nonparticipants	16	204	48	X-65.1	22	239	18	X-57.0	21	200	28	1425
No Information Provided	60	4	---	---	--	3	---	---	--	2	---	---
Oral Administration: Math	0	8	25	X-55.0	13	9	33	X-61.3	28	4	---	---

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		2803	60
2. Supporting Ideas		3446	74
3. Summarization		2027	44
4. Relationships and Outcomes		2123	46
5. Inferences and Generalizations		1377	30
6. Point of View, Propaganda, Fact and Opinion		1731	37
Number Tested: 4647	Met Minimum Expectations	2104	45
Texas Learning Index (TLI): X-64.3	Mastered All Objectives	511	11
MATHEMATICS			
Concepts			
1. Number Concepts		2344	37
2. Algebraic/Mathematical Relations and Functions		3224	51
3. Geometric Properties and Relationships		2999	48
4. Measurement Concepts		1175	19
5. Probability and Statistics		2906	46
Operations			
6. Use of Addition to Solve Problems		3732	59
7. Use of Subtraction to Solve Problems		2742	44
8. Use of Multiplication to Solve Problems		1885	30
9. Use of Division to Solve Problems		2585	41
Problem Solving			
10. Problem Solving Using Estimation		3241	51
11. Problem Solving Using Solution Strategies		1953	31
12. Problem Solving Using Mathematical Representation		1367	22
13. Evaluation of the Reasonableness of a Solution		3564	57
Number Tested: 6294	Met Minimum Expectations	1477	23
Texas Learning Index (TLI): X-59.4	Mastered All Objectives	82	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		477	10

Rating:	0	1	2	3	4
Number:	79	1719	2555	468	9
Percent:	2	36	53	10	0

		Mastering Number	Mastering Percent
5. Sentence Construction		1329	28
6. English Usage		2921	60
7. Use of Spelling, Capitalization, and Punctuation		829	17
Number Tested: 4830	Met Minimum Expectations	1483	31
Average Scale Score: 1437	Mastered All Objectives	82	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	11863	100
Students Absent From All Tests	384	3
Students Exempt From All Tests: ARD	2479	21
Other Students Not Tested	880	7
Number of Students Tested	8120	68

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	1897	23
Did Not Meet Minimum Expectations On:		
One Test Only	3119	38
Two Tests Only	1724	21
All Three Tests	1380	17

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	23	4647	45	X-64.3	20	6294	23	X-59.4	25	4830	31	1437
Male	25	3071	46	X-64.1	20	3992	26	X-60.2	26	3339	30	1433
Female	21	1575	45	X-64.7	20	2299	20	X-58.0	22	1489	32	1445
No Information Provided	---	1	---	---	--	3	---	---	--	2	---	---
Native American	13	14	36	X-66.4	21	21	10	X-55.9	19	22	45	1463
Asian	23	30	40	X-64.2	20	41	24	X-61.3	29	25	36	1424
African American	15	724	35	X-60.8	16	919	16	X-56.2	19	670	26	1423
Hispanic	18	1660	39	X-61.7	16	2144	18	X-57.3	21	1690	27	1420
White	29	2214	54	X-67.4	25	3162	29	X-61.7	29	2417	35	1452
No Information Provided	22	5	60	X-73.6	37	7	43	X-65.9	38	6	50	1478
Economically Disadvantaged: Yes	18	1954	38	X-61.3	16	2397	18	X-57.4	21	1973	26	1422
No	27	2676	51	X-66.5	23	3871	27	X-60.7	27	2834	34	1447
No Information Provided	18	17	47	X-63.6	23	26	31	X-59.4	26	23	22	1410
Title I, Part A: Participants	20	1008	39	X-62.2	17	1228	20	X-57.9	22	1008	30	1428
Nonparticipants	24	3624	47	X-64.9	21	5047	24	X-59.8	25	3804	31	1439
No Information Provided	17	15	60	X-69.8	34	19	21	X-56.0	20	18	28	1421
Migrant: Yes	21	112	38	X-60.6	15	127	22	X-58.9	24	106	25	1423
No	23	4524	45	X-64.4	20	6153	24	X-59.4	25	4713	31	1437
No Information Provided	17	11	45	X-69.5	37	14	14	X-55.7	20	11	27	1402
Limited English Proficient: Yes	14	371	28	X-57.9	12	419	15	X-56.3	20	388	24	1407
No	24	4268	47	X-64.9	21	5864	24	X-59.6	25	4431	31	1440
No Information Provided	19	8	50	X-72.1	47	11	9	X-53.8	18	11	18	1381
Bilingual: Participants	---	3	---	---	--	3	---	---	--	3	---	---
Nonparticipants	23	4628	45	X-64.3	20	6271	23	X-59.4	25	4809	31	1437
No Information Provided	20	16	63	X-73.7	44	20	15	X-55.8	20	18	28	1404
ESL: Participants	15	208	26	X-56.9	11	235	17	X-57.3	21	230	23	1406
Nonparticipants	24	4425	46	X-64.6	21	6040	24	X-59.5	25	4583	31	1439
No Information Provided	16	14	57	X-73.7	44	19	16	X-57.0	22	17	18	1383
Gifted/Talented: Participants	37	16	63	X-71.9	36	28	36	X-65.9	38	13	31	1447
Nonparticipants	23	4621	45	X-64.3	20	6252	23	X-59.4	25	4805	31	1437
No Information Provided	17	10	50	X-72.0	44	14	21	X-56.8	22	12	17	1375
At-Risk: Yes	22	3017	44	X-63.8	19	4017	23	X-59.3	24	3051	29	1435
No	26	1623	48	X-65.2	22	2267	25	X-59.7	25	1769	34	1440
No Information Provided	15	7	43	X-65.7	31	10	30	X-57.0	21	10	10	1379
Career/Technology Educ.: Participants	23	2833	44	X-63.7	19	3788	23	X-59.1	24	2923	30	1434
Nonparticipants	24	1785	48	X-65.3	22	2474	24	X-59.8	26	1876	32	1442
No Information Provided	21	29	45	X-65.7	25	32	34	X-60.0	26	31	35	1417
Oral Administration: Math	15	153	35	X-59.8	14	262	22	X-58.7	23	152	20	1413

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		877	60
2. Supporting Ideas		1127	77
3. Summarization		612	42
4. Relationships and Outcomes		653	44
5. Inferences and Generalizations		439	30
6. Point of View, Propaganda, Fact and Opinion		512	35
Number Tested: 1472	Met Minimum Expectations	673	46
Texas Learning Index (TLI): X-64.5	Mastered All Objectives	127	9
MATHEMATICS			
Concepts			
1. Number Concepts		1169	44
2. Algebraic/Mathematical Relations and Functions		1435	54
3. Geometric Properties and Relationships		1346	51
4. Measurement Concepts		594	22
5. Probability and Statistics		1351	51
Operations			
6. Use of Addition to Solve Problems		1779	67
7. Use of Subtraction to Solve Problems		1293	49
8. Use of Multiplication to Solve Problems		948	36
9. Use of Division to Solve Problems		1223	46
Problem Solving			
10. Problem Solving Using Estimation		1402	53
11. Problem Solving Using Solution Strategies		933	35
12. Problem Solving Using Mathematical Representation		652	25
13. Evaluation of the Reasonableness of a Solution		1619	61
Number Tested: 2652	Met Minimum Expectations	732	28
Texas Learning Index (TLI): X-61.6	Mastered All Objectives	24	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		157	10

Rating:	0	1	2	3	4
Number:	27	531	838	151	6
Percent:	2	34	54	10	0

		Mastering Number	Mastering Percent
5. Sentence Construction		395	25
6. English Usage		947	61
7. Use of Spelling, Capitalization, and Punctuation		280	18
Number Tested: 1553	Met Minimum Expectations	481	31
Average Scale Score: 1438	Mastered All Objectives	31	2

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	6100	100
Students Absent From All Tests	127	2
Students Exempt From All Tests: ARD	1653	27
Other Students Not Tested	899	15
Number of Students Tested	3421	56

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	962	28
Did Not Meet Minimum Expectations On:		
One Test Only	1497	44
Two Tests Only	592	17
All Three Tests	370	11

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1998
DATE OF TESTING: OCTOBER 1998

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	28	1472	46	X-64.5	20	2652	28	X-61.6	28	1553	31	1438
Male	30	973	47	X-64.5	20	1644	29	X-61.8	29	1115	31	1434
Female	25	498	43	X-64.6	20	1007	26	X-61.3	28	436	30	1446
No Information Provided	---	1	---	---	--	1	---	---	--	2	---	---
Native American	33	5	60	X-69.6	25	5	40	X-65.6	36	4	---	---
Asian	31	18	44	X-64.3	18	28	46	X-66.3	38	12	33	1443
African American	19	239	37	X-60.9	16	407	19	X-58.8	23	238	21	1417
Hispanic	22	596	38	X-61.6	16	976	23	X-60.1	26	549	24	1415
White	35	612	57	X-68.9	27	1235	33	X-63.6	32	748	39	1462
No Information Provided	---	2	---	---	--	1	---	---	--	2	---	---
Economically Disadvantaged: Yes	21	632	39	X-61.7	16	1001	21	X-60.1	26	629	25	1420
No	32	830	51	X-66.7	24	1642	31	X-62.6	30	914	35	1450
No Information Provided	14	10	50	X-68.0	24	9	22	X-56.7	19	10	20	1453
Title I, Part A: Participants	24	330	37	X-61.7	16	511	24	X-60.6	27	323	27	1432
Nonparticipants	29	1137	48	X-65.4	22	2134	28	X-61.9	29	1224	32	1439
No Information Provided	0	5	20	X-60.2	14	7	0	X-50.6	12	6	17	1406
Migrant: Yes	16	46	35	X-58.8	14	76	24	X-61.8	28	42	21	1416
No	29	1420	46	X-64.7	20	2570	28	X-61.6	28	1504	31	1438
No Information Provided	0	6	33	X-61.8	16	6	0	X-51.8	13	7	0	1395
Limited English Proficient: Yes	15	158	28	X-57.9	12	206	21	X-59.8	25	145	21	1395
No	29	1309	48	X-65.4	21	2440	28	X-61.8	29	1403	32	1442
No Information Provided	0	5	0	X-50.8	7	6	17	X-54.5	17	5	0	1390
Bilingual: Participants	---	0	---	---	--	2	---	---	--	0	---	---
Nonparticipants	28	1464	46	X-64.5	20	2641	28	X-61.6	28	1546	31	1438
No Information Provided	0	8	38	X-64.0	18	9	0	X-51.2	13	7	14	1411
ESL: Participants	13	93	24	X-56.3	11	120	21	X-60.6	26	91	21	1399
Nonparticipants	29	1370	47	X-65.1	21	2522	28	X-61.7	29	1454	32	1440
No Information Provided	0	9	33	X-60.7	14	10	0	X-50.2	11	8	13	1396
Gifted/Talented: Participants	40	4	---	---	--	14	36	X-66.9	39	5	80	1519
Nonparticipants	28	1463	46	X-64.5	20	2631	28	X-61.6	28	1543	31	1437
No Information Provided	0	5	60	X-66.4	21	7	0	X-55.0	17	5	20	1410
At-Risk: Yes	28	969	43	X-64.0	19	1777	28	X-61.6	28	1014	30	1437
No	29	502	50	X-65.7	23	872	28	X-61.7	29	538	32	1439
No Information Provided	---	1	---	---	--	3	---	---	--	1	---	---
Career/Technology Educ.: Participants	28	917	46	X-64.6	20	1672	27	X-61.5	28	984	29	1433
Nonparticipants	28	542	45	X-64.4	20	964	28	X-61.8	29	557	34	1446
No Information Provided	22	13	46	X-64.5	23	16	25	X-58.4	23	12	42	1467
Oral Administration: Math	21	73	49	X-63.7	19	153	28	X-62.2	29	59	25	1407

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APPENDIX K

The following Summary Reports include data for all students in Grades 10 through 12 who took the July 1999 administration of the exit level TAAS.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

		Mastering	
		Number	Percent
READING			
Reading Comprehension			
1. Word Meaning		4909	72
2. Supporting Ideas		5622	83
3. Summarization		3254	48
4. Relationships and Outcomes		2889	42
5. Inferences and Generalizations		2502	37
6. Point of View, Propaganda, and Fact and Opinion		2691	40
Number Tested: 6805	Met Minimum Expectations	3361	49
Texas Learning Index (TLI): X-67.2	Mastered All Objectives	988	15
MATHEMATICS			
Concepts			
1. Number Concepts		5812	54
2. Algebraic/Mathematical Relations and Functions		5621	52
3. Geometric Properties and Relationships		4658	43
4. Measurement Concepts		2741	25
5. Probability and Statistics		6902	64
Operations			
6. Use of Addition to Solve Problems		7213	67
7. Use of Subtraction to Solve Problems		6122	57
8. Use of Multiplication to Solve Problems		3913	36
9. Use of Division to Solve Problems		5499	51
Problem Solving			
10. Problem Solving Using Estimation		5443	50
11. Problem Solving Using Solution Strategies		4138	38
12. Problem Solving Using Mathematical Representation		3310	31
13. Evaluation of the Reasonableness of a Solution		6058	56
Number Tested: 10814	Met Minimum Expectations	3490	32
Texas Learning Index (TLI): X-63.5	Mastered All Objectives	272	3
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		508	10

Rating:	0	1	2	3	4
Number:	111	1847	2608	472	36
Percent:	2	36	51	9	1

5. Sentence Construction		2209	44
6. English Usage		2908	57
7. Use of Spelling, Capitalization, and Punctuation		1486	29
Number Tested: 5074	Met Minimum Expectations	2075	41
Average Scale Score: 1466	Mastered All Objectives	278	5

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	25086	100
Students Absent From All Tests	2562	10
Students Exempt From All Tests: ARD	157	1
Other Students Not Tested	7538	30
Number of Students Tested	14829	59

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	5184	35
Did Not Meet Minimum Expectations On:		
One Test Only	6556	44
Two Tests Only	2056	14
All Three Tests	1033	7

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

Page 2 of 2

GRADE: 10-EXIT LEVEL
STATEWIDE

ALL STUDENTS

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students	35	6805	49	X-67.2	25	10814	32	X-63.5	32	5074	41	1466
Male	34	3201	48	X-66.3	23	4460	31	X-62.8	31	2739	38	1455
Female	36	3599	51	X-68.1	26	6349	33	X-64.0	34	2332	44	1478
No Information Provided	60	5	80	X-76.4	46	5	60	X-70.2	49	3	---	---
Native American	41	25	68	X-69.2	25	40	40	X-66.1	37	18	33	1489
Asian	31	303	29	X-60.1	15	203	43	X-66.2	39	236	25	1415
African American	28	1388	50	X-67.7	25	2795	26	X-61.7	29	984	40	1463
Hispanic	31	3464	43	X-64.8	20	4654	28	X-62.2	30	2389	33	1429
White	48	1520	65	X-73.2	38	2999	43	X-66.9	40	1352	58	1537
No Information Provided	42	105	74	X-74.7	42	123	50	X-66.0	38	95	62	1507
Oral Administration: Math	34	18	33	X-63.8	20	47	43	X-66.6	38	15	20	1401

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		2387	66
2. Supporting Ideas		2846	78
3. Summarization		1459	40
4. Relationships and Outcomes		1221	34
5. Inferences and Generalizations		1043	29
6. Point of View, Propaganda, and Fact and Opinion		1072	29
Number Tested: 3640	Met Minimum Expectations	1354	37
Texas Learning Index (TLI): X-63.3	Mastered All Objectives	306	8
MATHEMATICS			
Concepts			
1. Number Concepts		3992	52
2. Algebraic/Mathematical Relations and Functions		3781	50
3. Geometric Properties and Relationships		3142	41
4. Measurement Concepts		1841	24
5. Probability and Statistics		4653	61
Operations			
6. Use of Addition to Solve Problems		5017	66
7. Use of Subtraction to Solve Problems		4243	56
8. Use of Multiplication to Solve Problems		2664	35
9. Use of Division to Solve Problems		3870	51
Problem Solving			
10. Problem Solving Using Estimation		3716	49
11. Problem Solving Using Solution Strategies		2610	34
12. Problem Solving Using Mathematical Representation		2144	28
13. Evaluation of the Reasonableness of a Solution		3925	52
Number Tested: 7614	Met Minimum Expectations	2098	28
Texas Learning Index (TLI): X-62.7	Mastered All Objectives	111	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		201	7

Rating:	0	1	2	3	4
Number:	63	1344	1357	186	15
Percent:	2	45	46	6	1

		Mastering Number	Mastering Percent
5. Sentence Construction		974	33
6. English Usage		1381	47
7. Use of Spelling, Capitalization, and Punctuation		658	22
Number Tested: 2965	Met Minimum Expectations	839	28
Average Scale Score: 1429	Mastered All Objectives	103	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	15197	100
Students Absent From All Tests	1031	7
Students Exempt From All Tests: ARD	133	1
Other Students Not Tested	3989	26
Number of Students Tested	10044	66

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	2717	27
Did Not Meet Minimum Expectations On:		
One Test Only	5309	53
Two Tests Only	1435	14
All Three Tests	583	6

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

ALL STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

--- = No Data Reported For Fewer Than Five Students		Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
			Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students		27	3640	37	X-63.3	19	7614	28	X-62.7	31	2965	28	1429
Male		25	1628	37	X-62.6	18	2924	25	X-61.9	29	1578	26	1423
Female		28	2007	38	X-63.8	19	4689	29	X-63.2	32	1385	30	1437
No Information Provided		40	5	60	X-67.2	24	1	---	---	---	2	---	---
Native American		44	12	58	X-69.5	26	15	40	X-62.3	30	9	44	1549
Asian		19	190	18	X-56.6	11	136	29	X-64.1	34	134	12	1355
African American		24	567	39	X-63.9	19	1900	23	X-61.5	28	417	31	1435
Hispanic		23	2188	31	X-61.1	15	3666	25	X-61.9	29	1748	21	1403
White		40	620	61	X-71.8	34	1813	38	X-65.5	37	608	50	1514
No Information Provided		25	63	52	X-67.9	28	84	27	X-62.7	31	49	45	1463
Oral Administration:	Math	26	13	23	X-56.4	11	42	36	X-66.2	38	15	20	1385

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		750	60
2. Supporting Ideas		963	78
3. Summarization		437	35
4. Relationships and Outcomes		351	28
5. Inferences and Generalizations		257	21
6. Point of View, Propaganda, and Fact and Opinion		273	22
Number Tested: 1240	Met Minimum Expectations	356	29
Texas Learning Index (TLI): X-60.8	Mastered All Objectives	56	5
MATHEMATICS			
Concepts			
1. Number Concepts		1485	52
2. Algebraic/Mathematical Relations and Functions		1404	49
3. Geometric Properties and Relationships		1115	39
4. Measurement Concepts		621	22
5. Probability and Statistics		1709	60
Operations			
6. Use of Addition to Solve Problems		1802	63
7. Use of Subtraction to Solve Problems		1580	55
8. Use of Multiplication to Solve Problems		992	35
9. Use of Division to Solve Problems		1478	52
Problem Solving			
10. Problem Solving Using Estimation		1363	48
11. Problem Solving Using Solution Strategies		978	34
12. Problem Solving Using Mathematical Representation		821	29
13. Evaluation of the Reasonableness of a Solution		1473	51
Number Tested: 2861	Met Minimum Expectations	712	25
Texas Learning Index (TLI): X-62.3	Mastered All Objectives	22	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		42	4

Rating:	0	1	2	3	4
Number:	23	556	538	40	2
Percent:	2	48	46	3	0

		Mastering Number	Mastering Percent
5. Sentence Construction		333	29
6. English Usage		397	34
7. Use of Spelling, Capitalization, and Punctuation		222	19
Number Tested: 1159	Met Minimum Expectations	257	22
Average Scale Score: 1405	Mastered All Objectives	12	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	5370	100
Students Absent From All Tests	157	3
Students Exempt From All Tests: ARD	69	1
Other Students Not Tested	1091	20
Number of Students Tested	4053	75

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	966	24
Did Not Meet Minimum Expectations On:		
One Test Only	2413	60
Two Tests Only	500	12
All Three Tests	174	4

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

ALL STUDENTS

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students	24	1240	29	X-60.8	15	2861	25	X-62.3	30	1159	22	1405
Male	24	541	30	X-61.1	16	1077	24	X-62.0	29	605	23	1411
Female	24	698	27	X-60.6	15	1783	25	X-62.5	30	553	21	1400
No Information Provided	---	1	---	---	---	1	---	---	---	1	---	---
Native American	10	3	---	---	---	5	0	X-63.0	31	3	---	---
Asian	25	66	23	X-57.5	12	33	24	X-60.9	28	56	14	1387
African American	22	219	30	X-62.0	16	806	22	X-61.6	28	155	28	1416
Hispanic	22	823	26	X-59.6	14	1495	25	X-62.3	30	779	18	1393
White	34	101	55	X-68.9	28	456	33	X-64.0	33	137	40	1471
No Information Provided	16	28	32	X-64.6	20	66	17	X-60.5	27	29	28	1398
Oral Administration: Math	40	1	---	---	---	4	---	---	---	2	---	---

APPENDIX L

The following Summary Reports include data for all students not in special education in Grades 10 through 12 who took the July 1999 administration of the exit level TAAS.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		4347	72
2. Supporting Ideas		5012	83
3. Summarization		2957	49
4. Relationships and Outcomes		2616	44
5. Inferences and Generalizations		2262	38
6. Point of View, Propaganda, and Fact and Opinion		2439	41
Number Tested: 6007	Met Minimum Expectations	3060	51
Texas Learning Index (TLI): X-67.8	Mastered All Objectives	911	15
MATHEMATICS			
Concepts			
1. Number Concepts		5274	54
2. Algebraic/Mathematical Relations and Functions		5120	53
3. Geometric Properties and Relationships		4230	44
4. Measurement Concepts		2520	26
5. Probability and Statistics		6309	65
Operations			
6. Use of Addition to Solve Problems		6614	68
7. Use of Subtraction to Solve Problems		5662	58
8. Use of Multiplication to Solve Problems		3606	37
9. Use of Division to Solve Problems		5079	52
Problem Solving			
10. Problem Solving Using Estimation		4976	51
11. Problem Solving Using Solution Strategies		3826	39
12. Problem Solving Using Mathematical Representation		3072	32
13. Evaluation of the Reasonableness of a Solution		5508	57
Number Tested: 9702	Met Minimum Expectations	3256	34
Texas Learning Index (TLI): X-64.0	Mastered All Objectives	264	3
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		475	11

Rating:	0	1	2	3	4
Number:	94	1539	2255	441	34
Percent:	2	35	52	10	1

		Mastering Number	Mastering Percent
5. Sentence Construction		1989	46
6. English Usage		2517	58
7. Use of Spelling, Capitalization, and Punctuation		1356	31
Number Tested: 4363	Met Minimum Expectations	1874	43
Average Scale Score: 1472	Mastered All Objectives	268	6

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	21865	100
Students Absent From All Tests	2054	9
Other Students Not Tested	6587	30
Number of Students Tested	13224	60

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	4808	36
Did Not Meet Minimum Expectations On:		
One Test Only	5817	44
Two Tests Only	1732	13
All Three Tests	867	7

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - GROUP PERFORMANCE

Page 2 of 2

GRADE: 10-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

--- = **No Data Reported For Fewer Than Five Students**	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	36	6007	51	X-67.8	26	9702	34	X-64.0	34	4363	43	1472
Male	35	2741	50	X-67.1	25	3818	32	X-63.5	33	2257	40	1463
Female	37	3261	52	X-68.4	26	5879	34	X-64.3	34	2103	46	1482
No Information Provided	60	5	80	X-76.4	46	5	60	X-70.2	49	3	---	---
Native American	40	20	70	X-68.7	24	35	37	X-65.3	35	14	21	1429
Asian	31	296	29	X-60.1	15	194	45	X-66.7	41	228	25	1416
African American	29	1244	51	X-68.4	26	2592	27	X-62.1	29	863	42	1472
Hispanic	32	3153	44	X-65.1	21	4284	29	X-62.7	31	2126	34	1433
White	52	1189	71	X-75.6	44	2474	46	X-68.1	43	1037	65	1563
No Information Provided	42	105	74	X-74.7	42	123	50	X-66.0	38	95	62	1507
Special Ed. Status Not Provided	29	331	60	X-70.4	33	390	37	X-62.9	32	286	49	1486
Oral Administration: Math	27	5	40	X-69.2	24	11	36	X-68.1	43	4	---	---

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		2099	65
2. Supporting Ideas		2526	79
3. Summarization		1321	41
4. Relationships and Outcomes		1096	34
5. Inferences and Generalizations		940	29
6. Point of View, Propaganda, and Fact and Opinion		967	30
Number Tested: 3214	Met Minimum Expectations	1212	38
Texas Learning Index (TLI): X-63.6	Mastered All Objectives	292	9
MATHEMATICS			
Concepts			
1. Number Concepts		3564	53
2. Algebraic/Mathematical Relations and Functions		3361	50
3. Geometric Properties and Relationships		2771	41
4. Measurement Concepts		1643	25
5. Probability and Statistics		4172	62
Operations			
6. Use of Addition to Solve Problems		4456	67
7. Use of Subtraction to Solve Problems		3823	57
8. Use of Multiplication to Solve Problems		2397	36
9. Use of Division to Solve Problems		3498	52
Problem Solving			
10. Problem Solving Using Estimation		3316	50
11. Problem Solving Using Solution Strategies		2359	35
12. Problem Solving Using Mathematical Representation		1934	29
13. Evaluation of the Reasonableness of a Solution		3497	52
Number Tested: 6685	Met Minimum Expectations	1912	29
Texas Learning Index (TLI): X-63.2	Mastered All Objectives	101	2
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		186	7

Rating:	0	1	2	3	4
Number:	54	1139	1168	173	13
Percent:	2	45	46	7	1

		Number	Percent
5. Sentence Construction		866	34
6. English Usage		1171	46
7. Use of Spelling, Capitalization, and Punctuation		596	23
Number Tested: 2547	Met Minimum Expectations	746	29
Average Scale Score: 1432	Mastered All Objectives	98	4

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	12823	100
Students Absent From All Tests	751	6
Other Students Not Tested	3246	25
Number of Students Tested	8826	69

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	2465	28
Did Not Meet Minimum Expectations On:		
One Test Only	4643	53
Two Tests Only	1221	14
All Three Tests	497	6

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

--- = **No Data Reported For Fewer Than Five Students**	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	28	3214	38	X-63.6	19	6685	29	X-63.2	32	2547	29	1432
Male	26	1382	37	X-62.9	18	2411	26	X-62.4	30	1301	28	1426
Female	29	1828	38	X-64.0	19	4273	30	X-63.6	32	1244	31	1439
No Information Provided	---	4	---	---	---	1	---	---	---	2	---	---
Native American	44	9	67	X-70.0	28	10	50	X-64.6	35	8	38	1523
Asian	19	187	18	X-56.6	11	127	30	X-64.3	34	132	12	1356
African American	24	508	41	X-64.6	20	1747	23	X-61.8	29	364	33	1441
Hispanic	24	1988	31	X-61.4	16	3305	26	X-62.3	30	1557	21	1405
White	45	459	68	X-74.0	39	1412	42	X-66.8	40	437	58	1542
No Information Provided	25	63	52	X-67.9	28	84	27	X-62.7	31	49	45	1463
Special Ed. Status Not Provided	30	243	61	X-70.9	34	298	36	X-63.9	34	206	50	1500
Oral Administration: Math	38	2	---	---	---	13	46	X-71.2	48	2	---	---

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		714	60
2. Supporting Ideas		919	78
3. Summarization		417	35
4. Relationships and Outcomes		333	28
5. Inferences and Generalizations		242	20
6. Point of View, Propaganda, and Fact and Opinion		255	22
Number Tested: 1184	Met Minimum Expectations	336	28
Texas Learning Index (TLI): X-60.7	Mastered All Objectives	49	4
MATHEMATICS			
Concepts			
1. Number Concepts		1422	52
2. Algebraic/Mathematical Relations and Functions		1340	49
3. Geometric Properties and Relationships		1055	39
4. Measurement Concepts		594	22
5. Probability and Statistics		1631	60
Operations			
6. Use of Addition to Solve Problems		1726	64
7. Use of Subtraction to Solve Problems		1516	56
8. Use of Multiplication to Solve Problems		952	35
9. Use of Division to Solve Problems		1426	52
Problem Solving			
10. Problem Solving Using Estimation		1300	48
11. Problem Solving Using Solution Strategies		927	34
12. Problem Solving Using Mathematical Representation		782	29
13. Evaluation of the Reasonableness of a Solution		1395	51
Number Tested: 2718	Met Minimum Expectations	678	25
Texas Learning Index (TLI): X-62.4	Mastered All Objectives	21	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		39	4

Rating:	0	1	2	3	4
Number:	20	536	505	38	1
Percent:	2	49	46	3	0

		Mastering Number	Mastering Percent
5. Sentence Construction		318	29
6. English Usage		366	33
7. Use of Spelling, Capitalization, and Punctuation		210	19
Number Tested: 1100	Met Minimum Expectations	240	22
Average Scale Score: 1404	Mastered All Objectives	10	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	4842	100
Students Absent From All Tests	115	2
Other Students Not Tested	868	18
Number of Students Tested	3859	80

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	918	24
Did Not Meet Minimum Expectations On:		
One Test Only	2301	60
Two Tests Only	473	12
All Three Tests	167	4

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	24	1184	28	X-60.7	15	2718	25	X-62.4	30	1100	22	1404
Male	23	511	29	X-60.9	16	993	24	X-62.3	30	563	23	1409
Female	24	672	28	X-60.6	15	1724	25	X-62.5	30	536	21	1399
No Information Provided	---	1	---	---	---	1	---	---	---	1	---	---
Native American	10	3	---	---	---	5	0	X-63.0	31	3	---	---
Asian	25	66	23	X-57.5	12	33	24	X-60.9	28	56	14	1387
African American	23	207	31	X-62.4	17	778	22	X-61.8	29	145	29	1414
Hispanic	22	801	26	X-59.7	14	1447	25	X-62.3	30	764	18	1393
White	35	79	53	X-68.5	27	389	34	X-64.6	34	103	42	1484
No Information Provided	16	28	32	X-64.6	20	66	17	X-60.5	27	29	28	1398
Special Ed. Status Not Provided	24	124	48	X-67.5	27	229	24	X-59.8	26	123	35	1447
Oral Administration: Math	---	1	---	---	---	3	---	---	---	2	---	---

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APPENDIX M

The following Summary Reports include data for special education students in Grades 10 through 12 who took the July 1999 administration of the exit level TAAS.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		562	70
2. Supporting Ideas		610	76
3. Summarization		297	37
4. Relationships and Outcomes		273	34
5. Inferences and Generalizations		240	30
6. Point of View, Propaganda, and Fact and Opinion		252	32
Number Tested: 798	Met Minimum Expectations	301	38
Texas Learning Index (TLI): X-63.1	Mastered All Objectives	77	10
MATHEMATICS			
Concepts			
1. Number Concepts		538	48
2. Algebraic/Mathematical Relations and Functions		501	45
3. Geometric Properties and Relationships		428	38
4. Measurement Concepts		221	20
5. Probability and Statistics		593	53
Operations			
6. Use of Addition to Solve Problems		599	54
7. Use of Subtraction to Solve Problems		460	41
8. Use of Multiplication to Solve Problems		307	28
9. Use of Division to Solve Problems		420	38
Problem Solving			
10. Problem Solving Using Estimation		467	42
11. Problem Solving Using Solution Strategies		312	28
12. Problem Solving Using Mathematical Representation		238	21
13. Evaluation of the Reasonableness of a Solution		550	49
Number Tested: 1112	Met Minimum Expectations	234	21
Texas Learning Index (TLI): X-58.9	Mastered All Objectives	8	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		33	5

Rating:	0	1	2	3	4
Number:	17	308	353	31	2
Percent:	2	43	50	4	0

5. Sentence Construction		220	31
6. English Usage		391	55
7. Use of Spelling, Capitalization, and Punctuation		130	18
Number Tested: 711	Met Minimum Expectations	201	28
Average Scale Score: 1425	Mastered All Objectives	10	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	3221	100
Students Absent From All Tests	508	16
Students Exempt From All Tests: ARD	157	5
Other Students Not Tested	951	30
Number of Students Tested	1605	50

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	376	23
Did Not Meet Minimum Expectations On:		
One Test Only	739	46
Two Tests Only	324	20
All Three Tests	166	10

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	23	798	38	X-63.1	18	1112	21	X-58.9	24	711	28	1425
Male	23	460	36	X-61.7	17	642	22	X-58.7	23	482	25	1417
Female	24	338	40	X-65.0	20	470	20	X-59.1	24	229	34	1442
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	50	5	60	X-71.4	31	5	60	X-71.4	51	4	---	---
Asian	13	7	14	X-61.1	15	9	0	X-53.7	16	8	25	1403
African American	15	144	38	X-61.4	16	203	13	X-56.9	20	121	22	1399
Hispanic	18	311	32	X-61.9	16	370	15	X-56.5	20	263	23	1401
White	30	331	44	X-64.9	21	525	28	X-61.3	28	315	34	1452
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Oral Administration: Math	36	13	31	X-61.7	18	36	44	X-66.1	37	11	18	1378

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

Page 1 of 2

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		288	68
2. Supporting Ideas		320	75
3. Summarization		138	32
4. Relationships and Outcomes		125	29
5. Inferences and Generalizations		103	24
6. Point of View, Propaganda, and Fact and Opinion		105	25
Number Tested: 426	Met Minimum Expectations	142	33
Texas Learning Index (TLI): X-61.1	Mastered All Objectives	14	3
MATHEMATICS			
Concepts			
1. Number Concepts		428	46
2. Algebraic/Mathematical Relations and Functions		420	45
3. Geometric Properties and Relationships		371	40
4. Measurement Concepts		198	21
5. Probability and Statistics		481	52
Operations			
6. Use of Addition to Solve Problems		561	60
7. Use of Subtraction to Solve Problems		420	45
8. Use of Multiplication to Solve Problems		267	29
9. Use of Division to Solve Problems		372	40
Problem Solving			
10. Problem Solving Using Estimation		400	43
11. Problem Solving Using Solution Strategies		251	27
12. Problem Solving Using Mathematical Representation		210	23
13. Evaluation of the Reasonableness of a Solution		428	46
Number Tested: 929	Met Minimum Expectations	186	20
Texas Learning Index (TLI): X-59.3	Mastered All Objectives	10	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		15	4

Rating:	0	1	2	3	4
Number:	9	205	189	13	2
Percent:	2	49	45	3	0

		Mastering Number	Mastering Percent
5. Sentence Construction		108	26
6. English Usage		210	50
7. Use of Spelling, Capitalization, and Punctuation		62	15
Number Tested: 418	Met Minimum Expectations	93	22
Average Scale Score: 1411	Mastered All Objectives	5	1

ADMINISTRATION SUMMARY	**Number**	**Percent**
Total Answer Documents Submitted	2374	100
Students Absent From All Tests	280	12
Students Exempt From All Tests: ARD	133	6
Other Students Not Tested	743	31
Number of Students Tested	1218	51

MINIMUM EXPECTATIONS SUMMARY	**Number**	**Percent**
Met Minimum Expectations On All Tests Taken	252	21
Did Not Meet Minimum Expectations On:		
One Test Only	666	55
Two Tests Only	214	18
All Three Tests	86	7

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	21	426	33	X-61.1	15	929	20	X-59.3	25	418	22	1411
Male	19	246	32	X-61.0	15	513	19	X-59.1	24	277	20	1407
Female	24	179	35	X-61.1	15	416	21	X-59.6	25	141	27	1418
No Information Provided	---	1	---	---	---	0	---	---	---	0	---	---
Native American	43	3	---	---	---	5	20	X-57.8	22	1	---	---
Asian	11	3	---	---	---	9	11	X-62.2	29	2	---	---
African American	17	59	20	X-57.8	12	153	18	X-58.4	23	53	19	1389
Hispanic	16	200	29	X-58.5	13	361	16	X-57.8	22	191	16	1388
White	26	161	43	X-65.4	21	401	24	X-61.0	28	171	30	1442
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Oral Administration: Math	21	11	18	X-54.7	9	29	31	X-64.0	34	13	8	1367

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

		Mastering Number	Mastering Percent
READING			
Reading Comprehension			
1. Word Meaning		36	64
2. Supporting Ideas		44	79
3. Summarization		20	36
4. Relationships and Outcomes		18	32
5. Inferences and Generalizations		15	27
6. Point of View, Propaganda, and Fact and Opinion		18	32
Number Tested: 56	Met Minimum Expectations	20	36
Texas Learning Index (TLI): X-62.6	Mastered All Objectives	7	13
MATHEMATICS			
Concepts			
1. Number Concepts		63	44
2. Algebraic/Mathematical Relations and Functions		64	45
3. Geometric Properties and Relationships		60	42
4. Measurement Concepts		27	19
5. Probability and Statistics		78	55
Operations			
6. Use of Addition to Solve Problems		76	53
7. Use of Subtraction to Solve Problems		64	45
8. Use of Multiplication to Solve Problems		40	28
9. Use of Division to Solve Problems		52	36
Problem Solving			
10. Problem Solving Using Estimation		63	44
11. Problem Solving Using Solution Strategies		51	36
12. Problem Solving Using Mathematical Representation		39	27
13. Evaluation of the Reasonableness of a Solution		78	55
Number Tested: 143	Met Minimum Expectations	34	24
Texas Learning Index (TLI): X-59.9	Mastered All Objectives	1	1
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		3	5

Rating:	0	1	2	3	4
Number:	3	20	33	2	1
Percent:	5	34	56	3	2

		Mastering Number	Mastering Percent
5. Sentence Construction		15	25
6. English Usage		31	53
7. Use of Spelling, Capitalization, and Punctuation		12	20
Number Tested: 59	Met Minimum Expectations	17	29
Average Scale Score: 1431	Mastered All Objectives	2	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	528	100
Students Absent From All Tests	42	8
Students Exempt From All Tests: ARD	69	13
Other Students Not Tested	223	42
Number of Students Tested	194	37

MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	48	25
Did Not Meet Minimum Expectations On:		
One Test Only	112	58
Two Tests Only	27	14
All Three Tests	7	4

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE
SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1999
DATE OF TESTING: JULY 1999

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	25	56	36	X-62.6	19	143	24	X-59.9	26	59	29	1431
Male	27	30	47	X-64.3	22	84	24	X-58.0	23	42	36	1438
Female	21	26	23	X-60.7	15	59	24	X-62.6	31	17	12	1412
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	---	0	---	---	---	0	---	---	---	0	---	---
Asian	---	0	---	---	---	0	---	---	---	0	---	---
African American	8	12	8	X-55.7	10	28	11	X-56.4	20	10	10	1437
Hispanic	25	22	23	X-58.6	13	48	29	X-61.3	28	15	27	1427
White	31	22	64	X-70.4	33	67	25	X-60.4	27	34	35	1430
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Oral Administration: Math	---	0	---	---	---	1	---	---	---	0	---	---

APPENDIX N

Beginning in the spring of 1999, results used in the Academic Excellence Indicator System (AEIS) include the performance of students in special education as well as the performance of students not in special education. Therefore, the following summaries, labeled "All Students," include all special education and non-special education students. The following Summary Reports include data from the summer 1999 administration of the Algebra I, Biology, English II, and U.S. History end-of-course tests.

TEXAS END-OF-COURSE — ALGEBRA I
SUMMARY REPORT
ALL STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	3137	48
2. Applications of Graphing	1989	30
3. Linear Functions	3648	55
Equations and Inequalities		
4. Linear Equations/Inequalities	1458	22
5. Quadratic Equations	2059	31
6. Polynomials	1792	27
Problem Solving		
7. Exponents, Quadratic Situations, and Right Triangles	2073	31
8. One- or Two-Variable Situations	1498	23
9. Probability, Ratio and Proportion, Data Analysis	3347	51

Number Tested: 6585	Passed	1266	19
Average Scale Score: 1410	Mastered All Objectives	195	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	6840	100
Students Absent	223	3
Students Exempt-ARD	17	0
Other Students Not Tested	15	0
Number of Students Tested	6585	96

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Students		6585	19	1410
Male		3546	21	1413
Female		2959	18	1407
No Information Provided		80	15	1397
Native American		19	11	1402
Asian		147	36	1487
African American		1036	14	1387
Hispanic		2694	17	1404
White		1321	26	1440
No Information Provided		1368	19	1403
Economically Disadvantaged:	Yes	1911	16	1401
	No	3080	22	1421
	No Information Provided	1594	18	1399
Title I, Part A:	Participants	1703	14	1391
	Nonparticipants	3295	23	1425
	No Information Provided	1587	18	1399
[illegible]	Yes	116	19	1412
	No	4877	20	1413
	No Information Provided	1592	18	1399
Limited English Proficient:	Yes	420	6	1372
	No	4585	21	1417
	No Information Provided	1580	18	1399
Bilingual:	Participants	1	---	---
	Nonparticipants	4969	20	1414
	No Information Provided	1615	18	1398
ESL:	Participants	301	6	1370
	Nonparticipants	4703	21	1417
	No Information Provided	1581	18	1398
Gifted/Talented:	Participants	140	57	1513
	Nonparticipants	4847	18	1411
	No Information Provided	1598	18	1399
At-Risk:	Yes	2586	13	1392
	No	2303	27	1440
	No Information Provided	1696	17	1397
Career/Technology Ed.:	Participants	1709	16	1399
	Nonparticipants	2875	22	1424
	No Information Provided	2001	18	1399
Oral Administration		1	---	---

TEXAS END-OF-COURSE — BIOLOGY
SUMMARY REPORT
ALL STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY		
Understanding Concepts		
1. Heredity and Biological Change Over Time	878	47
2. Structures and Functions in Organisms	1231	65
3. Patterns and Processes in Living Systems	1087	58
4. Ecology	814	43
Integrating Concepts With Process Skills		
5. Design and Conduct Biological Experiments	847	45
6. Acquire and Organize Scientific Data	1344	71
7. Interpret and Communicate Scientific Data	1326	70
8. Make Inferences, Predictions, and Generalizations	1439	77
9. Apply Science to Daily Life	1325	70

Number Tested: 1881		Passed	1133	60
Average Scale Score: 1562		Mastered All Objectives	275	15

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1950	100
Students Absent	56	3
Students Exempt-ARD	11	1
Other Students Not Tested	2	0
Braille Version	0	0
Number of Students Tested	1881	96

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	BIOLOGY Number Tested	BIOLOGY Percent Passing	BIOLOGY Average Scale Score
All Students	1881	60	1562
Male	1000	63	1578
Female	861	57	1544
No Information Provided	20	50	1560
Native American	4	---	---
Asian	65	57	1587
African American	314	53	1512
Hispanic	854	56	1534
White	380	85	1702
No Information Provided	294	53	1524
Economically Disadvantaged: Yes	631	51	1517
No	872	69	1605
No Information Provided	378	57	1540
Title I, Part A: Participants	545	51	1510
Nonparticipants	956	67	1600
No Information Provided	380	57	1541
Migrant: Yes	34	56	1546
No	1466	61	1568
No Information Provided	381	57	1543
Limited English Proficient: Yes	239	28	1419
No	1266	67	1595
No Information Provided	376	57	1544
Bilingual: Participants	6	50	1562
Nonparticipants	1470	62	1570
No Information Provided	405	55	1535
ESL: Participants	196	27	1419
Nonparticipants	1316	66	1588
No Information Provided	369	57	1545
Gifted/Talented: Participants	60	88	1801
Nonparticipants	1437	60	1557
No Information Provided	384	57	1545
At-Risk: Yes	823	53	1515
No	650	72	1637
No Information Provided	408	56	1539
Career/Technology Ed.: Participants	527	61	1556
Nonparticipants	794	60	1565
No Information Provided	560	60	1565
Oral Administration	0	---	---

TEXAS END-OF-COURSE — ENGLISH II
SUMMARY REPORT
ALL STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ENGLISH II		
Reading		
1. Basic Understanding	2035	69
2. Literary Elements and Techniques	1996	67
3. Analysis and Critical Evaluation	1878	63
Writing		
4-5. Written Composition: Effectiveness/Command of Conventions	660	22

Rating:	NS⁺	1	2	3	4
Number:	251	513	1545	625	35
Percent:	8	17	52	21	1

	Number	Percent
6. Revising and Proofreading	1619	55

Number Tested:	2969	Passed	1623	55
Average Scale Score:	1536	Mastered All Objectives	368	12

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	3152	100
Students Absent	166	5
Students Exempt-ARD	4	0
Other Students Not Tested	13	0
Number of Students Tested	2969	94

⁺A designation of NS indicates compositions that could not be scored.

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ENGLISH II Number Tested	ENGLISH II Percent Passing	ENGLISH II Average Scale Score
All Students		2969	55	1536
Male		1728	51	1508
Female		1204	60	1573
No Information Provided		37	57	1606
Native American		16	63	1583
Asian		102	52	1544
African American		472	42	1475
Hispanic		1167	55	1538
White		674	63	1583
No Information Provided		538	54	1523
Economically Disadvantaged:	Yes	831	48	1503
	No	1503	59	1561
	No Information Provided	635	53	1517
Title I, Part A:	Participants	632	49	1513
	Nonparticipants	1700	58	1551
	No Information Provided	637	53	1516
Migrant:	Yes	50	46	1500
	No	2271	55	1542
	No Information Provided	648	53	1518
Limited English Proficient:	Yes	203	28	1405
	No	2135	58	1554
	No Information Provided	631	52	1516
Bilingual:	Participants	2	---	---
	Nonparticipants	2333	55	1541
	No Information Provided	634	53	1516
ESL:	Participants	132	24	1394
	Nonparticipants	2205	57	1550
	No Information Provided	632	52	1515
Gifted/Talented:	Participants	59	86	1775
	Nonparticipants	2265	54	1535
	No Information Provided	645	53	1517
At-Risk:	Yes	1240	49	1501
	No	1045	64	1591
	No Information Provided	684	52	1514
Career/Technology Ed.:	Participants	994	54	1532
	Nonparticipants	1222	57	1550
	No Information Provided	753	53	1517

TEXAS END-OF-COURSE — U.S. HISTORY
SUMMARY REPORT
ALL STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
U.S. HISTORY		
Application and Evaluation of Concepts		
1. Domestic and Foreign Affairs in U.S. History	1052	43
2. Geographic Influences on U.S. History	1123	46
3. Economic Influences on U.S. History	1603	66
4. Social and Cultural Influences on U.S. History	1535	63
5. Political Influences on U.S. History	1407	58
6. Critical-Thinking Skills	1745	72
7. Problem-Solving/Decision-Making Skills	1316	54

Number Tested:	2439	Passed	1725	71
Average Scale Score:	1546	Mastered All Objectives	417	17

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	2542	100
Students Absent	90	4
Students Exempt-ARD	10	0
Other Students Not Tested	3	0
Number of Students Tested	2439	96

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		U.S. HISTORY Number Tested	U.S. HISTORY Percent Passing	U.S. HISTORY Average Scale Score
All Students		2439	71	1546
Male		1095	71	1550
Female		1325	70	1542
No Information Provided		19	74	1560
Native American		10	70	1544
Asian		145	81	1568
African American		332	54	1499
Hispanic		952	67	1531
White		696	83	1588
No Information Provided		304	67	1535
Economically Disadvantaged:	Yes	622	62	1522
	No	1441	76	1559
	No Information Provided	376	65	1533
Title I, Part A:	Participants	433	59	1513
	Nonparticipants	1630	75	1558
	No Information Provided	376	65	1532
Migrant:	Yes	28	43	1480
	No	2030	72	1549
	No Information Provided	381	65	1533
Limited English Proficient:	Yes	112	41	1464
	No	1951	74	1553
	No Information Provided	376	65	1532
Bilingual:	Participants	1	---	---
	Nonparticipants	2059	72	1549
	No Information Provided	379	65	1532
ESL:	Participants	74	35	1452
	Nonparticipants	1989	73	1552
	No Information Provided	376	65	1533
Gifted/Talented:	Participants	157	96	1633
	Nonparticipants	1898	70	1541
	No Information Provided	384	65	1533
At-Risk:	Yes	762	55	1502
	No	1271	82	1577
	No Information Provided	406	64	1531
Career/Technology Ed.:	Participants	689	64	1531
	Nonparticipants	1117	74	1556
	No Information Provided	633	71	1544
Oral Administration		1	---	---

APPENDIX O

The following Summary Reports include data from the fall 1998 and summer 1999 administrations of the Algebra I, Biology, English II, and U.S. History end-of-course tests. These reports provide the results for all students not in special education.

TEXAS END-OF-COURSE — ALGEBRA I

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: WINTER 1999
DATE OF TESTING: FALL 1998

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	10920	55
2. Applications of Graphing	8069	41
3. Linear Functions	10877	55
Equations and Inequalities		
4. Linear Equations/Inequalities	6430	32
5. Quadratic Equations	9007	45
6. Polynomials	7608	38
Problem Solving		
7. Exponents, Quadratic Situations, and Right Triangles	8901	45
8. One- or Two-Variable Situations	5621	28
9. Probability, Ratio and Proportion, Data Analysis	10305	52

Number Tested:	19887	Passed	6215	31
Average Scale Score:	1437	Mastered All Objectives	1589	8

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	22078	100
Students Absent	2107	10
Other Students Not Tested	84	0
Number of Students Tested	19887	90

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students

		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Students Not In Special Education		19887	31	1437
Male		9905	32	1438
Female		9977	30	1437
No Information Provided		5	0	1340
Native American		147	37	1453
Asian		364	56	1524
African American		3294	24	1411
Hispanic		9676	23	1411
White		6021	47	1489
No Information Provided		385	25	1425
Economically Disadvantaged:	Yes	8306	23	1411
	No	11026	38	1457
	No Information Provided	555	28	1435
Title I, Part A:	Participants	6814	26	1418
	Nonparticipants	12567	34	1448
	No Information Provided	506	31	1444
Migrant:	Yes	477	22	1403
	No	18877	32	1438
	No Information Provided	533	28	1437
Limited English Proficient:	Yes	2007	15	1383
	No	17368	33	1444
	No Information Provided	512	29	1439
Bilingual:	Participants	10	10	1402
	Nonparticipants	19379	31	1437
	No Information Provided	498	31	1443
ESL:	Participants	1507	17	1388
	Nonparticipants	17870	33	1441
	No Information Provided	510	30	1442
Gifted/Talented:	Participants	693	71	1563
	Nonparticipants	18691	30	1433
	No Information Provided	503	31	1443
At-Risk:	Yes	8480	17	1392
	No	10916	42	1472
	No Information Provided	491	31	1446
Career/Technology Ed.:	Participants	5870	28	1426
	Nonparticipants	13383	33	1442
	No Information Provided	634	29	1435
Special Ed. Status Not Provided		513	29	1439
Oral Administration		2	---	----

TEXAS END-OF-COURSE — ALGEBRA I
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	3010	48
2. Applications of Graphing	1908	30
3. Linear Functions	3503	56
Equations and Inequalities		
4. Linear Equations/Inequalities	1411	22
5. Quadratic Equations	1988	32
6. Polynomials	1733	28
Problem Solving		
7. Exponents, Quadratic Situations, and Right Triangles	2003	32
8. One- or Two-Variable Situations	1448	23
9. Probability, Ratio and Proportion, Data Analysis	3209	51

Number Tested:	6298	Passed	1236	20
Average Scale Score:	1411	Mastered All Objectives	191	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	6523	100
Students Absent	210	3
Other Students Not Tested	15	0
Number of Students Tested	6298	97

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Students Not In Special Education		6298	20	1411
Male		3356	21	1414
Female		2862	18	1408
No Information Provided		80	15	1397
Native American		16	13	1408
Asian		144	36	1487
African American		993	15	1387
Hispanic		2572	17	1405
White		1206	27	1443
No Information Provided		1367	19	1403
Economically Disadvantaged:	Yes	1814	17	1402
	No	2891	22	1423
	No Information Provided	1593	18	1399
Title I, Part A:	Participants	1624	14	1392
	Nonparticipants	3090	23	1427
	No Information Provided	1584	18	1399
Migrant:	Yes	107	21	1417
	No	4600	20	1415
	No Information Provided	1591	18	1399
Limited English Proficient:	Yes	399	6	1372
	No	4320	21	1419
	No Information Provided	1579	18	1399
Bilingual:	Participants	1	---	---
	Nonparticipants	4683	20	1415
	No Information Provided	1614	18	1398
ESL:	Participants	288	6	1371
	Nonparticipants	4430	21	1418
	No Information Provided	1580	18	1398
Gifted/Talented:	Participants	138	58	1515
	Nonparticipants	4564	19	1412
	No Information Provided	1596	18	1399
At-Risk:	Yes	2387	14	1393
	No	2222	28	1441
	No Information Provided	1689	17	1397
Career/Technology Ed.:	Participants	1585	16	1400
	Nonparticipants	2737	23	1425
	No Information Provided	1976	18	1400
Special Ed. Status Not Provided		1605	18	1397
Oral Administration		1	---	---

TEXAS END-OF-COURSE — BIOLOGY
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: WINTER 1999
DATE OF TESTING: FALL 1998

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY		
Understanding Concepts		
1. Heredity and Biological Change Over Time	17520	57
2. Structures and Functions in Organisms	19568	64
3. Patterns and Processes in Living Systems	22266	73
4. Ecology	17024	56
Integrating Concepts With Process Skills		
5. Design and Conduct Biological Experiments	17715	58
6. Acquire and Organize Scientific Data	25751	84
7. Interpret and Communicate Scientific Data	25807	84
8. Make Inferences, Predictions, and Generalizations	26296	86
9. Apply Science to Daily Life	24245	79

Number Tested:	30575	Passed	23514	77
Average Scale Score:	1619	Mastered All Objectives	6211	20

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	33260	100
Students Absent	2623	8
Other Students Not Tested	62	0
Number of Students Tested	30575	92

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		BIOLOGY Number Tested	BIOLOGY Percent Passing	BIOLOGY Average Scale Score
All Students Not In Special Education		30575	77	1619
Male		15052	78	1628
Female		15506	76	1611
No Information Provided		17	53	1498
Native American		171	81	1626
Asian		877	84	1672
African American		3825	68	1566
Hispanic		14921	68	1564
White		10368	93	1716
No Information Provided		413	69	1581
Economically Disadvantaged:	Yes	12989	66	1560
	No	16819	85	1666
	No Information Provided	767	72	1592
Title I, Part A:	Participants	11365	69	1575
	Nonparticipants	18470	82	1648
	No Information Provided	740	72	1590
Migrant:	Yes	725	55	1510
	No	29094	78	1623
	No Information Provided	756	72	1595
Limited English Proficient:	Yes	2628	37	1445
	No	27223	81	1637
	No Information Provided	724	71	1587
Bilingual:	Participants	24	46	1497
	Nonparticipants	29822	77	1620
	No Information Provided	729	71	1588
ESL:	Participants	2053	34	1433
	Nonparticipants	27797	80	1634
	No Information Provided	725	71	1589
Gifted/Talented:	Participants	2537	99	1805
	Nonparticipants	27301	75	1603
	No Information Provided	737	72	1591
At-Risk:	Yes	11710	63	1538
	No	18158	86	1673
	No Information Provided	707	73	1597
Career/Technology Ed.:	Participants	7433	78	1623
	Nonparticipants	22151	77	1620
	No Information Provided	991	70	1581
Special Ed. Status Not Provided		714	71	1589
Oral Administration		16	50	1481

TEXAS END-OF-COURSE — BIOLOGY

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY		
Understanding Concepts		
1. Heredity and Biological Change Over Time	836	47
2. Structures and Functions in Organisms	1162	66
3. Patterns and Processes in Living Systems	1031	58
4. Ecology	781	44
Integrating Concepts With Process Skills		
5. Design and Conduct Biological Experiments	803	45
6. Acquire and Organize Scientific Data	1283	73
7. Interpret and Communicate Scientific Data	1263	72
8. Make Inferences, Predictions, and Generalizations	1360	77
9. Apply Science to Daily Life	1262	72

Number Tested:	1765	Passed	1085	61
Average Scale Score:	1568	Mastered All Objectives	264	15

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1821	100
Students Absent	54	3
Other Students Not Tested	2	0
Number of Students Tested	1765	97

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	BIOLOGY Number Tested	BIOLOGY Percent Passing	BIOLOGY Average Scale Score
All Students Not In Special Education	1765	61	1568
Male	924	65	1587
Female	822	58	1548
No Information Provided	19	47	1559
Native American	4	---	---
Asian	65	57	1587
African American	292	55	1521
Hispanic	788	57	1544
White	322	85	1706
No Information Provided	294	53	1524
Economically Disadvantaged: Yes	584	53	1526
No	804	70	1612
No Information Provided	377	56	1540
Title I, Part A: Participants	504	53	1525
Nonparticipants	882	68	1605
No Information Provided	379	57	1541
Migrant: Yes	32	56	1552
No	1354	63	1576
No Information Provided	379	57	1543
Limited English Proficient: Yes	230	28	1430
No	1160	69	1604
No Information Provided	375	57	1543
Bilingual: Participants	6	50	1562
Nonparticipants	1355	63	1579
No Information Provided	404	55	1534
ESL: Participants	194	27	1425
Nonparticipants	1203	68	1599
No Information Provided	368	57	1545
Gifted/Talented: Participants	59	90	1807
Nonparticipants	1323	61	1565
No Information Provided	383	57	1544
At-Risk: Yes	750	55	1521
No	609	73	1644
No Information Provided	406	57	1542
Career/Technology Ed.: Participants	470	64	1570
Nonparticipants	740	61	1568
No Information Provided	555	60	1568
Special Ed. Status Not Provided	378	57	1544
Oral Administration	0	---	---

TEXAS END-OF-COURSE — ENGLISH II
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: WINTER 1999
DATE OF TESTING: FALL 1998

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ENGLISH II		
Reading		
1. Basic Understanding	21140	84
2. Literary Elements and Techniques	18847	75
3. Analysis and Critical Evaluation	18544	73
Writing		
4-5. Written Composition: Effectiveness/Command of Conventions	10176	40

Rating:	NS⁺	1	2	3	4
Number:	939	2521	11651	9161	1015
Percent:	4	10	46	36	4

	Number	Percent
6. Revising and Proofreading	16776	66

			Number	Percent
Number Tested:	25287	Passed	17352	69
Average Scale Score:	1625	Mastered All Objectives	6779	27

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	27650	100
Students Absent	2270	8
Other Students Not Tested	93	0
Number of Students Tested	25287	91

⁺A designation of NS indicates compositions that could not be scored.

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ENGLISH II Number Tested	ENGLISH II Percent Passing	ENGLISH II Average Scale Score
All Students Not In Special Education		25287	69	1625
Male		12539	64	1592
Female		12715	74	1658
No Information Provided		33	48	1519
Native American		140	66	1616
Asian		894	75	1704
African American		3075	58	1553
Hispanic		11124	60	1568
White		9671	81	1709
No Information Provided		383	61	1572
Economically Disadvantaged:	Yes	9569	59	1559
	No	15028	75	1669
	No Information Provided	690	62	1587
Title I, Part A:	Participants	8094	62	1582
	Nonparticipants	16527	72	1648
	No Information Provided	666	63	1593
Migrant:	Yes	516	50	1510
	No	24050	69	1628
	No Information Provided	721	63	1597
Limited English Proficient:	Yes	1695	30	1423
	No	22922	72	1641
	No Information Provided	670	63	1591
Bilingual:	Participants	9	44	1463
	Nonparticipants	24590	69	1626
	No Information Provided	688	62	1584
ESL:	Participants	1241	23	1389
	Nonparticipants	23361	71	1639
	No Information Provided	685	62	1585
Gifted/Talented:	Participants	2171	95	1883
	Nonparticipants	22438	66	1601
	No Information Provided	678	62	1583
At-Risk:	Yes	10002	53	1524
	No	14603	80	1696
	No Information Provided	682	63	1588
Career/Technology Ed.:	Participants	7203	68	1610
	Nonparticipants	17294	69	1633
	No Information Provided	790	62	1582
Special Ed. Status Not Provided		642	62	1587

BEST COPY AVAILABLE

TEXAS END-OF-COURSE — ENGLISH II
SUMMARY REPORT
ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ENGLISH II		
Reading		
1. Basic Understanding	1950	69
2. Literary Elements and Techniques	1913	68
3. Analysis and Critical Evaluation	1794	64
Writing		
4-5. Written Composition: Effectiveness/Command of Conventions	638	23

Rating:	NS⁺	1	2	3	4
Number:	238	479	1460	606	32
Percent:	8	17	52	22	1

	Mastering Number	Mastering Percent
6. Revising and Proofreading	1578	56

Number Tested:	2815	Passed	1571	56
Average Scale Score:	1540	Mastered All Objectives	362	13

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	2985	100
Students Absent	158	5
Other Students Not Tested	12	0
Number of Students Tested	2815	94

⁺A designation of NS indicates compositions that could not be scored.

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ENGLISH II Number Tested	ENGLISH II Percent Passing	ENGLISH II Average Scale Score
All Students Not In Special Education		2815	56	1540
Male		1618	52	1514
Female		1160	61	1574
No Information Provided		37	57	1606
Native American		14	64	1593
Asian		99	54	1549
African American		448	43	1482
Hispanic		1114	56	1542
White		602	65	1594
No Information Provided		538	54	1523
Economically Disadvantaged:	Yes	780	49	1509
	No	1400	61	1568
	No Information Provided	635	53	1517
Title I, Part A:	Participants	607	49	1515
	Nonparticipants	1571	60	1560
	No Information Provided	637	53	1516
Migrant:	Yes	49	47	1503
	No	2118	57	1548
	No Information Provided	648	53	1518
Limited English Proficient:	Yes	199	28	1404
	No	1985	60	1562
	No Information Provided	631	52	1516
Bilingual:	Participants	2	---	---
	Nonparticipants	2179	57	1547
	No Information Provided	634	53	1516
ESL:	Participants	127	24	1393
	Nonparticipants	2056	59	1557
	No Information Provided	632	52	1515
Gifted/Talented:	Participants	57	88	1785
	Nonparticipants	2113	56	1541
	No Information Provided	645	53	1517
At-Risk:	Yes	1136	51	1508
	No	997	65	1594
	No Information Provided	682	52	1515
Career/Technology Ed.:	Participants	911	55	1539
	Nonparticipants	1155	58	1556
	No Information Provided	749	53	1518
Special Ed. Status Not Provided		640	53	1516

TEXAS END-OF-COURSE — U.S. HISTORY

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: WINTER 1999
DATE OF TESTING: FALL 1998

TEST PERFORMANCE

	Mastering Number	Mastering Percent
U.S. HISTORY		
Application and Evaluation of Concepts		
1. Domestic and Foreign Affairs in U.S. History	10429	46
2. Geographic Influences on U.S. History	9789	44
3. Economic Influences on U.S. History	12818	57
4. Social and Cultural Influences on U.S. History	11532	51
5. Political Influences on U.S. History	10658	47
6. Critical-Thinking Skills	13133	58
7. Problem-Solving/Decision-Making Skills	13825	61

Number Tested:	22500	Passed	13561	60
Average Scale Score:	1531	Mastered All Objectives	2977	13

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	24798	100
Students Absent	2272	9
Other Students Not Tested	26	0
Number of Students Tested	22500	91

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students

		U.S. HISTORY		
		Number Tested	Percent Passing	Average Scale Score
All Students Not In Special Education		22500	60	1531
Male		10999	64	1542
Female		11490	56	1520
No Information Provided		11	45	1465
Native American		166	67	1539
Asian		708	72	1561
African American		2892	49	1500
Hispanic		10325	47	1497
White		7936	81	1583
No Information Provided		473	54	1520
Economically Disadvantaged:	Yes	8743	45	1491
	No	13057	71	1557
	No Information Provided	700	58	1529
Title I, Part A:	Participants	8551	47	1497
	Nonparticipants	13287	69	1552
	No Information Provided	662	59	1530
Migrant:	Yes	505	33	1466
	No	21306	61	1532
	No Information Provided	689	61	1534
Limited English Proficient:	Yes	1777	22	1441
	No	20066	64	1539
	No Information Provided	657	59	1529
Bilingual:	Participants	15	20	1453
	Nonparticipants	21816	60	1531
	No Information Provided	669	58	1528
ESL:	Participants	1274	20	1436
	Nonparticipants	20570	63	1537
	No Information Provided	656	58	1528
Gifted/Talented:	Participants	1726	91	1625
	Nonparticipants	20102	58	1523
	No Information Provided	672	58	1527
At-Risk:	Yes	8918	42	1486
	No	12918	73	1561
	No Information Provided	664	60	1531
Career/Technology Ed.:	Participants	7275	62	1534
	Nonparticipants	14510	59	1529
	No Information Provided	715	57	1524
Special Ed. Status Not Provided		655	58	1528
Oral Administration		0	---	----

TEXAS END-OF-COURSE — U.S. HISTORY

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
U.S. HISTORY		
Application and Evaluation of Concepts		
1. Domestic and Foreign Affairs in U.S. History	1018	44
2. Geographic Influences on U.S. History	1090	47
3. Economic Influences on U.S. History	1552	67
4. Social and Cultural Influences on U.S. History	1482	64
5. Political Influences on U.S. History	1366	59
6. Critical-Thinking Skills	1682	73
7. Problem-Solving/Decision-Making Skills	1272	55

Number Tested: 2316	Passed	1669	72
Average Scale Score: 1549	Mastered All Objectives	413	18

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	2407	100
Students Absent	88	4
Other Students Not Tested	3	0
Number of Students Tested	2316	96

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	U.S. HISTORY Number Tested	U.S. HISTORY Percent Passing	U.S. HISTORY Average Scale Score
All Students Not In Special Education	2316	72	1549
Male	1022	73	1554
Female	1275	71	1545
No Information Provided	19	74	1560
Native American	10	70	1544
Asian	143	83	1570
African American	307	56	1502
Hispanic	908	68	1535
White	644	85	1595
No Information Provided	304	67	1535
Economically Disadvantaged: Yes	581	63	1526
No	1361	78	1564
No Information Provided	374	66	1533
Title I, Part A: Participants	412	61	1518
Nonparticipants	1528	77	1562
No Information Provided	376	65	1532
Migrant: Yes	25	48	1480
No	1910	74	1554
No Information Provided	381	65	1533
Limited English Proficient: Yes	103	42	1463
No	1837	75	1558
No Information Provided	376	65	1532
Bilingual: Participants	0	---	---
Nonparticipants	1937	74	1553
No Information Provided	379	65	1532
ESL: Participants	70	36	1452
Nonparticipants	1870	75	1556
No Information Provided	376	65	1533
Gifted/Talented: Participants	155	96	1635
Nonparticipants	1777	71	1545
No Information Provided	384	65	1533
At-Risk: Yes	680	57	1507
No	1232	83	1579
No Information Provided	404	65	1532
Career/Technology Ed.: Participants	639	66	1535
Nonparticipants	1058	76	1560
No Information Provided	619	72	1546
Special Ed. Status Not Provided	380	65	1531
Oral Administration	0	---	---

APPENDIX P

The following Summary Reports include data from the fall 1998 and summer 1999 administrations of the Algebra I, Biology, English II, and U.S. History end-of-course tests. These reports provide the results for special education students.

TEXAS END-OF-COURSE — ALGEBRA I
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: WINTER 1999
DATE OF TESTING: FALL 1998

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	460	39
2. Applications of Graphing	308	26
3. Linear Functions	468	40
Equations and Inequalities		
4. Linear Equations/Inequalities	205	17
5. Quadratic Equations	380	32
6. Polynomials	317	27
Problem Solving		
7. Exponents, Quadratic Situations, and Right Triangles	368	31
8. One- or Two-Variable Situations	163	14
9. Probability, Ratio and Proportion, Data Analysis	448	38

Number Tested:	1183	Passed	170	14
Average Scale Score:	1378	Mastered All Objectives	36	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1813	100
Students Absent	151	8
Students Exempt-ARD	472	26
Other Students Not Tested	7	0
Number of Students Tested	1183	65

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I Number Tested	ALGEBRA I Percent Passing	ALGEBRA I Average Scale Score
All Special Education Students		1183	14	1378
Male		821	15	1379
Female		361	13	1373
No Information Provided		1	---	----
Native American		4	---	----
Asian		10	0	1394
African American		201	10	1357
Hispanic		478	9	1348
White		490	22	1414
No Information Provided		0	---	----
Economically Disadvantaged:	Yes	504	11	1356
	No	679	17	1394
	No Information Provided	0	---	----
Title I, Part A:	Participants	369	11	1349
	Nonparticipants	814	16	1390
	No Information Provided	0	---	----
Migrant:	Yes	31	10	1348
	No	1152	14	1378
	No Information Provided	0	---	----
Limited English Proficient:	Yes	86	8	1356
	No	1097	15	1379
	No Information Provided	0	---	----
Bilingual:	Participants	2	---	----
	Nonparticipants	1181	14	1378
	No Information Provided	0	---	----
ESL:	Participants	49	8	1350
	Nonparticipants	1134	15	1379
	No Information Provided	0	---	----
Gifted/Talented:	Participants	9	44	1484
	Nonparticipants	1174	14	1377
	No Information Provided	0	---	----
At-Risk:	Yes	671	10	1359
	No	512	20	1402
	No Information Provided	0	---	----
Career/Technology Ed.:	Participants	408	13	1377
	Nonparticipants	769	15	1378
	No Information Provided	6	0	1345
Oral Administration		12	17	1414

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TEXAS END-OF-COURSE — ALGEBRA I
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering	
	Number	Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	127	44
2. Applications of Graphing	81	28
3. Linear Functions	145	51
Equations and Inequalities		
4. Linear Equations/Inequalities	47	16
5. Quadratic Equations	71	25
6. Polynomials	59	21
Problem Solving		
7. Exponents, Quadratic Situations, and Right Triangles	70	24
8. One- or Two-Variable Situations	50	17
9. Probability, Ratio and Proportion, Data Analysis	138	48

Number Tested:	287	Passed	30	10
Average Scale Score:	1391	Mastered All Objectives	4	1

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	317	100
Students Absent	13	4
Students Exempt-ARD	17	5
Other Students Not Tested	0	0
Number of Students Tested	287	91

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ALGEBRA I		
		Number Tested	Percent Passing	Average Scale Score
All Special Education Students		287	10	1391
Male		190	13	1394
Female		97	6	1386
No Information Provided		0	---	---
Native American		3	---	---
Asian		3	---	---
African American		43	7	1377
Hispanic		122	12	1384
White		115	10	1403
No Information Provided		1	---	---
Economically Disadvantaged:	Yes	97	9	1378
	No	189	11	1399
	No Information Provided	1	---	---
Title I, Part A:	Participants	79	3	1362
	Nonparticipants	205	14	1404
	No Information Provided	3	---	---
Migrant:	Yes	9	0	1352
	No	277	11	1393
	No Information Provided	1	---	---
Limited English Proficient:	Yes	21	14	1359
	No	265	10	1394
	No Information Provided	1	---	---
Bilingual:	Participants	0	---	---
	Nonparticipants	286	10	1391
	No Information Provided	1	---	---
ESL:	Participants	13	8	1347
	Nonparticipants	273	11	1394
	No Information Provided	1	---	---
Gifted/Talented:	Participants	2	---	---
	Nonparticipants	283	11	1392
	No Information Provided	2	---	---
At-Risk:	Yes	199	8	1382
	No	81	19	1421
	No Information Provided	7	0	1296
Career/Technology Ed.:	Participants	124	8	1385
	Nonparticipants	138	13	1403
	No Information Provided	25	8	1356
Oral Administration		0	---	---

TEXAS END-OF-COURSE — BIOLOGY
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: WINTER 1999
DATE OF TESTING: FALL 1998

TEST PERFORMANCE

	Mastering Number	Percent
BIOLOGY		
Understanding Concepts		
1. Heredity and Biological Change Over Time	890	36
2. Structures and Functions in Organisms	995	40
3. Patterns and Processes in Living Systems	1272	51
4. Ecology	797	32
Integrating Concepts With Process Skills		
5. Design and Conduct Biological Experiments	742	30
6. Acquire and Organize Scientific Data	1534	62
7. Interpret and Communicate Scientific Data	1535	62
8. Make Inferences, Predictions, and Generalizations	1580	64
9. Apply Science to Daily Life	1305	53

Number Tested:	2473	Passed	1062	43
Average Scale Score:	1462	Mastered All Objectives	132	5

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	3490	100
Students Absent	384	11
Students Exempt-ARD	624	18
Other Students Not Tested	8	0
Braille Version	1	0
Number of Students Tested	2473	71

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		BIOLOGY Number Tested	Percent Passing	Average Scale Score
All Special Education Students		2473	43	1462
Male		1684	47	1474
Female		789	35	1437
No Information Provided		0	---	----
Native American		16	44	1524
Asian		22	45	1473
African American		345	31	1409
Hispanic		1144	32	1418
White		946	60	1534
No Information Provided		0	---	----
Economically Disadvantaged:	Yes	1227	32	1418
	No	1243	53	1505
	No Information Provided	3	---	----
Title I, Part A:	Participants	946	32	1418
	Nonparticipants	1526	50	1490
	No Information Provided	1	---	----
Migrant:	Yes	80	19	1351
	No	2393	44	1466
	No Information Provided	0	---	----
Limited English Proficient:	Yes	275	21	1373
	No	2197	46	1473
	No Information Provided	1	---	----
Bilingual:	Participants	3	---	----
	Nonparticipants	2469	43	1462
	No Information Provided	1	---	----
ESL:	Participants	163	20	1371
	Nonparticipants	2309	45	1469
	No Information Provided	1	---	----
Gifted/Talented:	Participants	24	83	1710
	Nonparticipants	2449	43	1460
	No Information Provided	0	---	----
At-Risk:	Yes	1494	39	1445
	No	976	49	1489
	No Information Provided	3	---	----
Career/Technology Ed.:	Participants	765	43	1465
	Nonparticipants	1695	43	1461
	No Information Provided	13	46	1484
Oral Administration		72	42	1444

TEXAS END-OF-COURSE — BIOLOGY
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
BIOLOGY		
Understanding Concepts		
1. Heredity and Biological Change Over Time	42	36
2. Structures and Functions in Organisms	69	59
3. Patterns and Processes in Living Systems	56	48
4. Ecology	33	28
Integrating Concepts With Process Skills		
5. Design and Conduct Biological Experiments	44	38
6. Acquire and Organize Scientific Data	61	53
7. Interpret and Communicate Scientific Data	63	54
8. Make Inferences, Predictions, and Generalizations	79	68
9. Apply Science to Daily Life	63	54

Number Tested:	116	Passed	48	41
Average Scale Score:	1469	Mastered All Objectives	11	9

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	129	100
Students Absent	2	2
Students Exempt-ARD	11	9
Other Students Not Tested	0	0
Braille Version	0	0
Number of Students Tested	116	90

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		BIOLOGY Number Tested	BIOLOGY Percent Passing	BIOLOGY Average Scale Score
All Special Education Students		116	41	1469
Male		76	43	1474
Female		39	36	1454
No Information Provided		1	---	---
Native American		0	---	---
Asian		0	---	---
African American		22	27	1399
Hispanic		66	32	1413
White		28	75	1654
No Information Provided		0	---	---
Economically Disadvantaged:	Yes	47	30	1402
	No	68	49	1512
	No Information Provided	1	---	---
Title I, Part A:	Participants	41	20	1323
	Nonparticipants	74	53	1547
	No Information Provided	1	---	---
Migrant:	Yes	2	---	---
	No	112	40	1467
	No Information Provided	2	---	---
Limited English Proficient:	Yes	9	11	1121
	No	106	43	1496
	No Information Provided	1	---	---
Bilingual:	Participants	0	---	---
	Nonparticipants	115	41	1467
	No Information Provided	1	---	---
ESL:	Participants	2	---	---
	Nonparticipants	113	42	1477
	No Information Provided	1	---	---
Gifted/Talented:	Participants	1	---	---
	Nonparticipants	114	41	1467
	No Information Provided	1	---	---
At-Risk:	Yes	73	33	1451
	No	41	59	1528
	No Information Provided	2	---	---
Career/Technology Ed.:	Participants	57	35	1437
	Nonparticipants	54	48	1523
	No Information Provided	5	40	1242
Oral Administration		0	---	---

TEXAS END-OF-COURSE — ENGLISH II
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: WINTER 1999
DATE OF TESTING: FALL 1998

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ENGLISH II		
Reading		
1. Basic Understanding	1035	62
2. Literary Elements and Techniques	848	50
3. Analysis and Critical Evaluation	723	43
Writing		
4-5. Written Composition: Effectiveness/Command of Conventions	239	14

Rating:	NS[+]	1	2	3	4
Number:	172	483	787	224	15
Percent:	10	29	47	13	1

	Mastering Number	Mastering Percent
6. Revising and Proofreading	471	28

Number Tested: 1681
Average Scale Score: 1419

	Number	Percent
Passed	448	27
Mastered All Objectives	96	6

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	2438	100
Students Absent	246	10
Students Exempt-ARD	501	21
Other Students Not Tested	10	0
Number of Students Tested	1681	69

[+] A designation of NS indicates compositions that could not be scored

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ENGLISH II		
		Number Tested	Percent Passing	Average Scale Score
All Special Education Students		1681	27	1419
Male		1101	24	1400
Female		579	31	1454
No Information Provided		1	---	----
Native American		6	0	1392
Asian		16	19	1390
African American		194	21	1394
Hispanic		743	19	1379
White		721	37	1467
No Information Provided		1	---	----
Economically Disadvantaged:	Yes	740	20	1380
	No	936	32	1450
	No Information Provided	5	0	1174
Title I, Part A:	Participants	541	17	1361
	Nonparticipants	1136	32	1447
	No Information Provided	4	---	----
Migrant:	Yes	38	21	1385
	No	1639	27	1419
	No Information Provided	4	---	----
Limited English Proficient:	Yes	160	11	1314
	No	1517	28	1430
	No Information Provided	4	---	----
Bilingual:	Participants	1	---	----
	Nonparticipants	1675	27	1419
	No Information Provided	5	0	1188
ESL:	Participants	107	7	1298
	Nonparticipants	1566	28	1428
	No Information Provided	8	0	1225
Gifted/Talented:	Participants	8	75	1808
	Nonparticipants	1669	26	1417
	No Information Provided	4	---	----
At-Risk:	Yes	1019	23	1399
	No	656	32	1450
	No Information Provided	6	17	1230
Career/Technology Ed.:	Participants	566	25	1405
	Nonparticipants	1108	28	1426
	No Information Provided	7	14	1417

TEXAS END-OF-COURSE — ENGLISH II
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
ENGLISH II		
Reading		
1. Basic Understanding	85	55
2. Literary Elements and Techniques	81	53
3. Analysis and Critical Evaluation	84	55
Writing		
4-5. Written Composition: Effectiveness/Command of Conventions	22	14

Rating:	NS+	1	2	3	4
Number:	13	34	85	19	3
Percent:	8	22	55	12	2

	Number	Percent
6. Revising and Proofreading	41	27

			Number	Percent
Number Tested:	154	Passed	52	34
Average Scale Score:	1453	Mastered All Objectives	6	4

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	167	100
Students Absent	8	5
Students Exempt-ARD	4	2
Other Students Not Tested	1	1
Number of Students Tested	154	92

+A designation of NS indicates compositions that could not be scored

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		ENGLISH II Number Tested	ENGLISH II Percent Passing	ENGLISH II Average Scale Score
All Special Education Students		154	34	1453
Male		110	32	1418
Female		44	39	1540
No Information Provided		0	---	---
Native American		2	---	---
Asian		3	---	---
African American		24	17	1347
Hispanic		53	30	1456
White		72	43	1487
No Information Provided		0	---	---
Economically Disadvantaged:	Yes	51	25	1419
	No	103	38	1469
	No Information Provided	0	---	---
Title I, Part A:	Participants	25	36	1476
	Nonparticipants	129	33	1448
	No Information Provided	0	---	---
Migrant:	Yes	1	---	---
	No	153	34	1453
	No Information Provided	0	---	---
Limited English Proficient:	Yes	4	---	---
	No	150	33	1453
	No Information Provided	0	---	---
Bilingual:	Participants	0	---	---
	Nonparticipants	154	34	1453
	No Information Provided	0	---	---
ESL:	Participants	5	40	1410
	Nonparticipants	149	34	1454
	No Information Provided	0	---	---
Gifted/Talented:	Participants	2	---	---
	Nonparticipants	[illegible]	34	1452
	No Information Provided	0	---	---
At-Risk:	Yes	104	31	1423
	No	48	42	1520
	No Information Provided	2	---	---
Career/Technology Ed.:	Participants	83	36	1463
	Nonparticipants	67	33	1443
	No Information Provided	4	---	---

TEXAS END-OF-COURSE – U.S. HISTORY
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: WINTER 1999
DATE OF TESTING: FALL 1998

TEST PERFORMANCE

	Mastering Number	Mastering Percent
U.S. HISTORY		
Application and Evaluation of Concepts		
1. Domestic and Foreign Affairs in U.S. History	377	24
2. Geographic Influences on U.S. History	363	23
3. Economic Influences on U.S. History	560	35
4. Social and Cultural Influences on U.S. History	482	30
5. Political Influences on U.S. History	412	26
6. Critical-Thinking Skills	474	30
7. Problem-Solving/Decision-Making Skills	531	33

Number Tested:	1596	Passed	472	30
Average Scale Score:	1452	Mastered All Objectives	61	4

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	2305	100
Students Absent	278	12
Students Exempt-ARD	423	18
Other Students Not Tested	8	0
Number of Students Tested	1596	69

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students		U.S. HISTORY Number Tested	Percent Passing	Average Scale Score
All Special Education Students		1596	30	1452
Male		1082	34	1459
Female		514	21	1437
No Information Provided		0	---	----
Native American		9	22	1487
Asian		12	50	1503
African American		244	18	1433
Hispanic		693	22	1430
White		635	42	1482
No Information Provided		3	---	----
Economically Disadvantaged:	Yes	776	19	1428
	No	816	39	1475
	No Information Provided	4	---	----
Title I, Part A:	Participants	640	20	1428
	Nonparticipants	952	36	1468
	No Information Provided	4	---	----
Migrant:	Yes	41	10	1398
	No	1551	30	1454
	No Information Provided	4	---	----
Limited English Proficient:	Yes	150	9	1392
	No	1442	32	1458
	No Information Provided	4	---	----
Bilingual:	Participants	0	---	----
	Nonparticipants	1592	30	1452
	No Information Provided	4	---	----
ESL:	Participants	77	8	1396
	Nonparticipants	1515	31	1455
	No Information Provided	4	---	----
Gifted/Talented:	Participants	8	38	1416
	Nonparticipants	1584	30	1452
	No Information Provided	4	---	----
At-Risk:	Yes	1044	26	1443
	No	546	37	1469
	No Information Provided	6	33	1418
Career/Technology Ed.:	Participants	598	28	1448
	Nonparticipants	990	31	1455
	No Information Provided	8	13	1385
Oral Administration		48	17	1426

TEXAS END-OF-COURSE — U.S. HISTORY
SUMMARY REPORT
SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1999
DATE OF TESTING: SUMMER 1999

TEST PERFORMANCE

	Mastering Number	Mastering Percent
U.S. HISTORY		
Application and Evaluation of Concepts		
1. Domestic and Foreign Affairs in U.S. History	34	28
2. Geographic Influences on U.S. History	33	27
3. Economic Influences on U.S. History	51	41
4. Social and Cultural Influences on U.S. History	53	43
5. Political Influences on U.S. History	41	33
6. Critical-Thinking Skills	63	51
7. Problem-Solving/Decision-Making Skills	44	36

Number Tested:	123	Passed	56	46
Average Scale Score:	1479	Mastered All Objectives	4	3

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	135	100
Students Absent	2	1
Students Exempt-ARD	10	7
Other Students Not Tested	0	0
Number of Students Tested	123	91

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	U.S. HISTORY Number Tested	Percent Passing	Average Scale Score
All Special Education Students	123	46	1479
Male	73	51	1491
Female	50	38	1461
No Information Provided	0	---	---
Native American	0	---	---
Asian	2	---	---
African American	25	28	1458
Hispanic	44	39	1461
White	52	62	1506
No Information Provided	0	---	---
Economically Disadvantaged: Yes	41	39	1469
No	80	49	1485
No Information Provided	2	---	---
Title I, Part A: Participants	21	24	1426
Nonparticipants	102	50	1490
No Information Provided	0	---	---
Migrant: Yes	3	---	---
No	120	47	1479
No Information Provided	0	---	---
Limited English Proficient: Yes	9	33	1482
No	114	46	1478
No Information Provided	0	---	---
Bilingual: Participants	1	---	---
Nonparticipants	122	46	1480
No Information Provided	0	---	---
ESL: Participants	4	---	---
Nonparticipants	119	46	1480
No Information Provided	0	---	---
Gifted/Talented: Participants	2	---	---
Nonparticipants	121	45	1479
No Information Provided	0	---	---
At-Risk: Yes	82	40	1463
No	39	59	1515
No Information Provided	2	---	---
Career/Technology Ed.: Participants	50	40	1480
Nonparticipants	59	49	1485
No Information Provided	14	50	1449
Oral Administration	1	---	---

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